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ABSTRACT

The Education Resource Center (ERC) is a community-based teachers' resource center located in Chicago (Illinois). Its conceptual base is broader than that of a typical teachers center as ERC represents a community-based social movement with a wider orientation than teacher training. ERC's policy board reflects community organizations and the community at large, while its staff includes artists, craftspeople, certified teachers, and people who have switched or retired from a number of other jobs and fields. A wide variety of activities and workshops are offered at ERC, not only to public school teachers but also to parents and others in the community who are interested in learning or helping others to learn. This paper offers an overview of the activities of ERC, a history of the program, and an analysis of the costs and benefits of the community-based model. A description of ERC activities during one year (1980) presents specific information on the problems faced by the organization and shows the gradual development of new programs designed to meet changing needs. Appended are essays that: (1) trace the planning of one ERC workshop; (2) supply a narrative tour of the center; (3) and (4) describe staff activities and ERC's community-based board of directors. Also included in this report is a paper by Rebecca G. Adams and Steve Wilson entitled "The Survival of a Social Movement Organization: The Broad Mission of the Education Resource Center," a case study of ERC activities. (JD)

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COMMUNITY INVOLVEMENT: A CASE STUDY OF
THE EDUCATION RESOURCE CENTER

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PREFACE

The Teachers Center Exchange has tried to assist teacher centers by supporting research that it judged to be strong from a social science perspective and at the same time useful to practitioners. Our study of the Education Resource Center (ERC), a center serving teachers, parents, and other community members in Chicago, was funded under that program. After working professionally for many years in research to help urban schools, I contacted ERC, which is in the neighborhood where I live, to see how I might help them.

After hearing about the Far West research program, the staff and members of the ERC Board asked me to work with them to identify researchable questions that would be useful. We decided that ERC's use of a community-teacher partnership model was an important and unique feature of the center worth investigating. We judged that a study would yield information useful to ERC in strengthening their own organization, useful to other practitioners involved with teacher centers, and of theoretical interest to social scientists investigating the connections between educational organizations and their communities. We set out to answer these questions:

1. What are the costs and benefits of using this model of collaboration?
2. How did specific organizational arrangements bring about these costs and benefits?

A research team of two professional researchers and three "Practitioner-Researchers" undertook a year long field

study of ERC -- using both qualitative and quantitative methods. We observed formal workshops, special events, consultations in schools, drop-ins, board meetings, staff meetings and informal daily life. We listened to participants and tried to reconstruct the perspectives they used to make sense of their setting. We also formally interviewed staff, board members and various categories of Center users and non-users and conducted document analysis of workshop data using computerized statistical analysis.

The study produced several research papers which are available to interested readers from the Teachers' Centers Exchange. ^{1/} The present paper is based on that research and is designed to be useful to practitioners involved with teacher centers. Much of my research in the past years had focused on the methodological issues of what makes research useful in the improvement of day-to-day realities in educational organizations. Roughly, there are two major considerations: Methods of Designing and Conducting Studies, and Methods of Presenting Findings. ^{2/} We addressed the former in our collaboration in designing this study and our use of practitioner researchers. This paper is an experimental attempt to address the second issue.

^{1/} Papers included are: "The Costs and Benefits of Using A Community Based Model in the Organization of an Educational Resource Center," "What Practitioners Can Teach Researchers About Research," "Survival of a Social Movement Organization: The Broad Mission of ERC," and "Cancellation of Workshops of ERC."

^{2/} See my papers, "Usefulness of Case Studies" Evaluation Quarterly, Vol. 3, No. 3 (Aug. 79) and "Use of Ethnographic Methods in Educational Evaluation," Human Organization, Vol. 36, No. 2 (Summer, 77).

The paper is written in the language of practitioners and infused with the perspectives of what is it that a practitioner would want to know. It combines the information from several papers and it is organized in a way that gives practitioners easy access to its information. We have shortened or eliminated some reactions that traditionally appear in research papers such as discussions of methodology, theoretical questions and relevant literature, and evidential analysis (although these are available in the other papers of the project). We have expanded sections which give concrete suggestions and descriptions and we have adopted an positive tone which emphasizes strengths and ideas others can adopt. Often we have adopted unchanged material written by ERC staff. We have also tried, however, to make sure that the understandings gained from the intensive year long study pervade and enrich the presentation. We invite readers to use this experimental attempt to reflect with us on the issues of what kind of research presentations are useful.

We are grateful to the board, staff and clients of ERC for their cooperation in this study. We hope we have faithfully represented their perspectives and realities in a way that comes alive for other practitioners.

Stephen Wilson
Research Director

INTRODUCTION

Education Resource Center ("ERC") has been a thriving community-based teachers' resource center since 1975. Through difficult years for teachers, urban communities, and not-for-profit service organizations, ERC has learned how to survive and to continue to serve its broad constituency -- everyone who teaches. ERC's definition of those who teach is "not just people in schools," for learning can go on anywhere and at any time.

The function of this paper is to share with other practitioners -- those who are now working in teachers' centers or who might wish to start such a community-based center, those who are working in other areas of community education such as libraries or day care centers, parents concerned with their children's learning outside of school hours -- the costs and benefits of ERC's unusual decision to organize a teachers' center on a community service model. As Executive Director Sue Ross says of this decision, "Our flexibility is both our principal headache as well as our only survival." The headache and the survival that followed ERC's initial dedication to serving all those who teach, in whatever context they teach, is the story of this paper.

The paper is divided into several sections: a brief history of ERC, an analysis of the costs and benefits of the community-based model, a detailed description of one year (1980) in the life of ERC offered to give practitioners specific information, and appendices which detail one ERC workshop, a tour of the Center, staff activities and job descriptions, and

an overview of ERC's unusual community-based Board of Directors.

I. The Establishment Of The Organization And Its Mission

In the late 1960's and early 1970's there was a growing feeling that teachers did not have a comfortable place to pursue their professional growth. They needed a place which they could control; which spoke their language, offered them practical resources and training, and respected them as professionals, rather than "quasi-professionals." In response to this sentiment, a number of teachers' centers were established throughout the country. A teachers' center is:

A place in situ or in changing locations which develops programs for the training and improvement of educational personnel (inservice teachers, preservice teachers, administrators, paraprofessionals, college teachers, etc.) in which the participating personnel have an opportunity to share successes, to utilize a wide range of education resources and to receive training directly related to their more pressing teaching problems (Schneider and Yarger. 1/

ERC is a member of the Teachers' Center Exchange, but has key conceptual differences from most of the other member centers. First, most teachers' centers have the explicit goal of serving the certified educator. ERC's mission, from the beginning, has been more general, to serve many kinds of people. As Marianne Schenker, a member and founding president of ERC's Board, has written:

The goal of the Education Resource Center ...
is to facilitate children's learning by making

1/ "Teacher/Teaching Centering in America," Journal of Teacher Education, 25(1), 5-12 (1974).

the process more meaningful for those who teach as well as for those who learn. We explicitly recognize parents and other community members, alongside certified classroom teachers, as "those who teach" because we believe that learning does not happen in the classroom alone, or just between the hours of nine and three. (Schenker 2/)

Second, most teachers' centers are run exclusively by professional educators. ERC's policy board also represents community organizations and the community at large. Its staff includes artists, craftspeople, certified teachers, and people who have switched or retired from a number of other jobs and fields.

As Schenker (1979) has described, the decision to establish ERC as an independent, not-for-profit organization was the natural culmination of several community projects in the early seventies. The primary movers behind those projects were middle class parents interested in providing their children with a good public school education in an economically and ethnically diverse urban community. A group of parents at one school obtained a grant from the Ford Foundation to fund a group of advisors to work with teachers and parents to develop a process of parental involvement in the education of children. Parents and teachers began working together. Eventually they felt the need for a comfortable place that would be open after school hours and independent of school budgets. A VISTA grant facilitated work on the project, and a Director's training internship was offered by the only independent teachers' center in Chicago at that time.

2/ "Not Just for People in Schools", K. Devaney (ed.), Building Teacher Centers, Teacher Center Exchange, 1979.

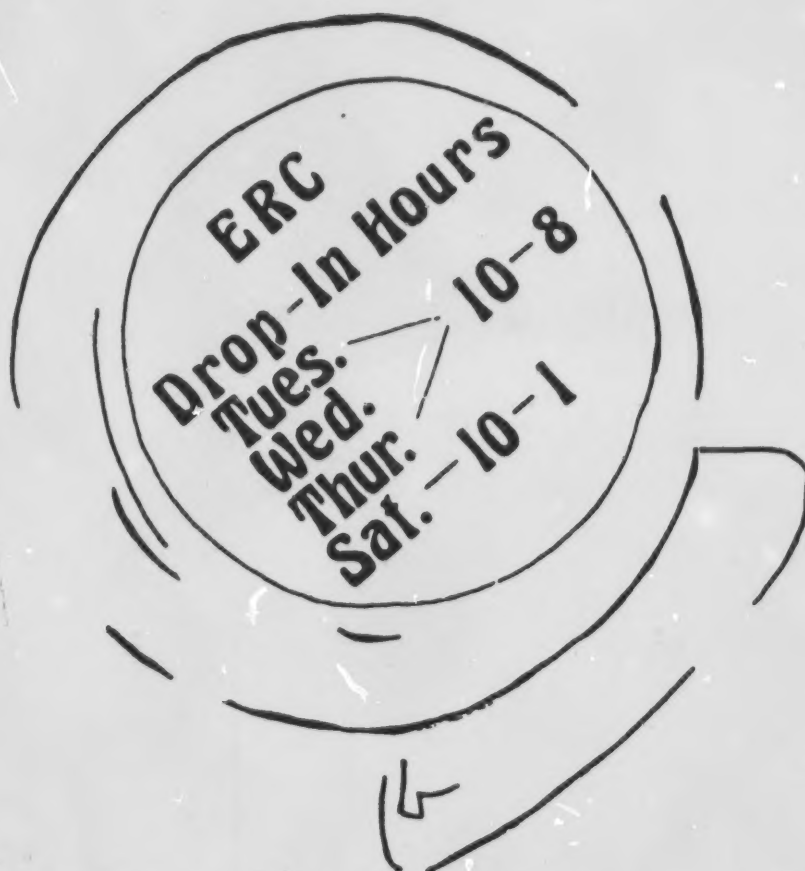
Thus, from its very inception ERC represented a community-based social movement with a broader orientation than just teacher professionalism. This broad orientation, the flexibility and scope of ERC as an organization that serves the widest possible definition of "teachers," is the basis of ERC's greatest strength and also its greatest frustration as an on-going institution.

The organization has long maintained a sign-in sheet; each person who visits the Center registers as a Chicago public school teacher, another type of teacher, a parent or community member, artist or craftsman, or as a professor or student of any age. The research team used these sign-in sheets both as a source of data and as a sampling framework for a telephone survey of those who visited the Center between January 1979 and June 1980.

The data we used were actually summaries of the numbers of visitors to the Center of each type compiled by the Executive Director. We have visitor statistics continuously from January 1977, through December 1980, categorized by type of visitor. Before that only the total number of visitors was recorded. Until 1979, the Center did not keep statistics on clients served outside the Center. It still does not break the tally down according to type of client served outside the Center, so outside clients were excluded from the totals. The number of out-of-Center service contacts has been steadily growing over the years, representing about 40% of all service contacts in 1980.

II. Costs And Benefits Of The Community-Based Model

For the purpose of analysis, we have looked at the



We surveyed 99 people who had visited the Center over a one and one-half year period. We called every fiftieth person who signed in at the Center during the time period, contacting the next person on the list if someone was reachable. No one we contacted refused to be interviewed. The proportion of visitors of each kind similarly represented their proportion of total Center visitors. There were 19% Chicago public school teachers, 18% parents, 11% community members, 9% artists 12% university and other adult students (we excluded children), 13% child care workers, 5% private school teachers, 4% parochial school teachers, 2% suburban school teachers, and 6% school teachers from other school systems.

structure and daily operation of ERC using a cost/benefit model. The reader should be aware, however, that costs and benefits are almost always two sides of the same coin. ERC's original decision to serve a broad scope of teachers, "not just people in school," has been the source of great strength for the organization and also the source of some weakness in the diffusion of energies. Each of the costs and benefits listed below contains the germ of its opposite as well, but we have tried to outline our findings in a way that the reader will find practical and helpful.

A. Benefits

Unrestricted Scope of Both Clientele and Funding

From the beginning, ERC felt a mission to define learning and educators in the broadest possible way, to bring education out of the school building and into the community as well. Thus a wide range of both clients and funding was mandated early on. When, in 1978, the Federal Office of Education's Teachers' Centers Program might have made funding available to ERC on the condition that ERC not have a community-based Board of Directors, ERC made a conscious decision not to compete for those funds. The ability to serve the community without Federal strings attached was, and continues to be, a primary motivation. This opens the way, of course, to both the desire and necessity for searching for funding from a wide variety of other sources.

ERC is always open to new ideas, new areas for growth,

and new potential clients. Says Executive Director Ross, "If we can't do it today, we'll figure out how to do it, and we'll have it ready tomorrow." This flexibility is both a survival need and a reflection of ERC's desire to serve the community, the premise that "everyone's a teacher." If a prospective client shares this philosophy with ERC, the Center is happy to develop resources around the client's needs, thus further enlarging the scope of both funding and participants.

Serving the Unserved

Because ERC must (and also wants to), it fulfills vital community education functions that would otherwise be poorly served. For example, it provides training and a locus of professional activity for groups such as day care workers, mental health workers, and community center youth workers. It has even provided orientation toward children for local policemen in its "cop shops." (See p.28) Its reputation for serving such neglected professionals as early childhood teachers won it state supported Title XX funding to provide training for day care workers. ERC accomplishes typical teacher center goal for people not usually considered teachers (e.g., fostering collegiality and professional identity and networking for these groups.) Its organizational image as a grassroots community resource center seems to allow these people to feel more comfortable and at home at ERC than they may at a more traditional teacher center. Its broad mission also means that the ERC staff members have backgrounds and orientations that allow them to be effective with these groups. It serves a unique bridge

function between these "non-certified" professionals and the "certified" education world.

Ability to Draw on Wide Range of
Human and Material Resources

ERC is able to use the services of a wide variety of community members. Because of its broad mission, life experience is valued as much as certification so people such as artists, retired craftspeople, and local business people as well as teachers and other educators are involved in offering workshops. Again, the community image of the place allows these people to feel comfortable and secure with the activities. Community members can also be involved in organizational maintenance tasks -- e.g., Board membership, bookkeeping, donating materials, and assisting in contacts with funders and government agencies. ERC is able to involve a wider circle of people in these activities than a strictly teacher-oriented center would. The ability to draw on volunteers means that more can be accomplished in the same time, and often volunteers free staff to do more specialized projects. ERC also ties into multiple networks in the community, and these networks help to support a viable recycled materials center (one of ERC's most popular and lucrative activities), based on donations from local businesses, institutions and individuals.

Image as a Community Arts Organization

Part of a viable and growing arts education movement in Chicago, ERC has always incorporated a strong art education component. Not only are art and crafts an integral part of

Join us for Art Week May 12-16

at ERC

735 W. Sheridan Rd.
Chicago, Illinois
935-1151

Professional artists will share their craft expertise in 10 afternoon and evening workshops.

Each workshop will last 3 hours and will involve hands-on participation and demonstrations. You will leave with the things you have made, handouts, and art ideas that you can pass on to children.

Refreshments will be available.

The Schedule

MAY 1980

TIME	MONDAY 12	TUESDAY 13	WEDNESDAY 14	THURSDAY 15	FRIDAY 16
3:30 to 6:30	Plexiglas	Clay	Tie-Dye	Paper	Silk-screen
6:30 to 9:30	Movie Making	Soft Sculpture	Batik	Bookmaking	Stained glass



See back of flyer for workshop descriptions.

ERC's workshop and program offerings, but ERC sees the arts as a vehicle for teaching other subjects.

Many of the workshops sponsored by ERC use materials from the recycle center, and often people who come at first only to buy recycled supplies later stay on to attend workshops on using those supplies. Thus ERC has gained a wide reputation as an arts and creative idea center. If many clients express a desire for a particular item not currently found in the recycle center, the Recycle Coordinator researches what company might regularly discard such an item. In this way ERC expresses its on-going willingness to serve its broad constituency.

Workshops such as the Ethnic Arts Program also serve to sustain ERC's credibility in the Chicago art world, and ERC is a member of the Chicago Coalition of Arts in Education and the Keep the Arts Alive Coalition. Having artists on the ERC staff and being recognized as both an art and an education organization has also increased the scope of ERC's possible funders. The Ethnic Arts Program, for example, was funded by the Chicago Council of Fine Arts, and the Illinois Arts Council, an unusual funding source for a teachers' center. ERC's strong community base gives them extra credibility for arts' funders.

ERC staff members also feel a responsibility to teach others how to use art as a process which can then engage learners in any subject. ERC encourages schools to send one or two teachers to ERC for training that can be brought back to others in the school. As Community Activities Director, Paula Twilling, stresses, "We encourage assertive learning,

teaching others how to use craft projects in a unit on geometry, for example, or how to use theater to teach history. Art is a process as well as a product."

Organizational Flexibility and Survival

Organizational adaptability to changing environments is one classic concern in organizational sociology. ERC's broad mission and structure allow it considerable flexibility. We have already described previously its ability to move into ecological service niches not filled by other organizations and its ability to mobilize unique varieties of human resources. It also has considerable latitude in where it can (and must) seek funding -- ranging from traditional educational sources (State Ed. Department programs) to other more community oriented sources -- e.g., community arts association, CETA senior citizens program, VISTA, and contracts with local shopping centers for workshops, etc. The education/community focus means that many different foundations can consider ERC proposals. Also the broad mission means that ERC can be quite flexible in who it hires as staff, using people with a great diversity of backgrounds. These people are often willing to work for less money than the usual educators' professional pay scale because of their commitment to ERC's community-based ideals of education. Because the organization strikes a balance between public school pay levels and those of other, lesser paying organizations, pay scales at ERC may be more flexible than at other teacher's centers.

Insulation From Environment Forces

The broad nature of ERC's mission has, in a sense, forced it to develop a variety of sources of funding. The Center does not qualify for funding under the Office of Education's

Teacher Centers Program because they consciously chose to retain a different board composition than is required by guidelines. Other centers rely heavily on this as a source of funding and it is in danger of being cut from the federal budget, so the ideological decision was also fiscally wise. ERC also chose to remain independent of either the Chicago Board of Education or a university sponsorship.

Over the past few years about 65 percent of ERC's incoming funds have been obtained from grants from foundations, corporations, and the federal and state governments. (ERC Financial Reports, 1976, 1978, 1979.) These grants are highly competitive and funding is not predictable from grant to grant. Although an increasing amount of ERC's funds are from the federal government, ERC has never received a majority of its funding from federal sources, even with CETA. ERC also receives donations from community sources, sells memberships, and holds benefits. Perhaps most unusual for a Center of this kind, it generates about 25 percent of its annual intake by selling recyclable materials donated by industry and individuals, holding workshops, contracting its services to other organizations and individuals, selling educational supplies and services to those who visit the center, and by local, grassroots fundraising.

The variety of sources of funding has helped ERC through rough times when funds from specific sources were not forthcoming. For example, ERC recently received a grant from the Illinois Department of Children and Family Services to train day care workers. Until the grant was awarded, the staff and board were very worried about ERC's financial future. The Director referred to the

ERC serves a wide variety of clients. Of those who visited the Center in 1979, 15.2 percent were public school teachers, 17.7 percent taught children in another setting (private, parochial, alternative, day care), 22.3 percent were parents or other community members, 18.0 percent were artists or craftspeople, and 34.9 percent were children, college students or professors. Serving a wide variety of clients helps ERC fulfill its mission and helps it attract funding from a variety of sources that would not fund a "typical teachers' center."

Who We Are

The Education Resource Center is a not-for-profit resource facility for people in all areas of learning, including classrooms, agencies, homes and the community-at-large. Our professional staff is here to advise you in constructing teaching materials, developing learning activities, integrating art with education, and using our wide array of recycled goods in all of these endeavors.

We provide an environment where teachers, parents, artists and students can "drop in" for books, ideas, materials and support, and where all of these people can meet and interact. Through such interactions experiences are shared, ideas exchanged and partnerships begun.

We encourage wider exploration and use of our community -- its people as well as its material resources. We actively seek to bring the diverse ethnic groups in our community together to discover their commonalities and to learn from their differences.

In addition to general Drop-In, we offer a variety of workshops and seminars. We conduct in-service sessions for teachers either in the schools or at the Center and provide a wide range of contractual services from educational consultations to children's birthday parties.

We're eager to meet YOU -- so stop by the Center soon and see all that we have to offer you, too!



grant as a "messiah." After receiving the grant, ERC had time to solicit funds from its other sources.

Another example is that ERC has been able to increase its staff by employing workers under the Comprehensive Employment Training Act ("CETA"). Thus they were able to add artists, community, and retired workers to their staff. This source of funding has helped cushion them from the high costs of salaries and from the decline in participation of Board members in the day-to-day activities of the Center.

Although teachers' centers generally serve a limited age population, ERC services clients from age one to 101, and this has been a great help in securing funding. For example, most teachers' centers do not regard pre-school workers as educational professionals and thus would not have applied for or been granted the Department of Children and Family Services grant to train day care workers. At the other end of the age spectrum, ERC developed a program called "Senior to Senior," senior citizens teaching each other skills as peers. ERC is particularly proud of this program in recycling untapped human resources, resources not generally appreciated by a teachers' center. The Senior to Senior program was funded by the Mott Foundation which was awarded through the Community Education Division of the Illinois State Board of Education.

Grassroots Morale -- Insulation from the
Demoralization in Urban Education

To some extent ERC has been able to continue the spirit of the sixties and of alternative education, and it continues

some of the progressive ideologies of those times. It recruits staff with a grassroots commitment that includes fierce loyalty, low pay, long hours, use of personal resources (e.g., loaning tools, books, and equipment to ERC, etc.). A more federally-funded, certified teacher oriented center might have difficulty supporting these norms. Its broad scope means that it has had some immunization to the demoralization of the school system. (During the period of the observation Chicago schools had a strike, payless paydays, total school board shake up, court ordered desegregation, teacher layoffs, etc.) Because ERC's activity and sources of organizational identity are not totally tied to the public schools, it maintains a moderate continuity of activity and optimism. Teachers said they like to come to ERC because it "reminded them of the old days" and was "like a breath of fresh air."

Grassroots Morale -- Teaching a Person to Fish ...

ERC is based on the philosophy found in a poster in the Center, "Give a person a fish and s/he eats today. Teach a person to fish and s/he eats tomorrow." Every aspect of ERC's work in the community is designed to empower the clients served, and through them to reach out to others. ERC encourages clients to become workshop leaders, teachers to return to school to give in-service programs to other teachers, parents to form new networks and all clients to create their own materials. In all workshops there is emphasis on the participants learning from each other, sharing skills, problem-solving together, sparking each others' creativity and sense of power.

Stress and burn-out, both of teachers and of parents,

can happen in any community -- urban or rural, wealthy or materially poor. By encouraging, supporting, sparking, and empowering its clients, ERC has found a key to teacher resource center survival. ERC staff members also have the satisfaction and support of knowing they are training others to do similar work, that their input will ripple out into the community and come back to sustain them. Stress and burn-out can rob a teachers' center of creative juices, too.

As Schenker noted:

Because we're not just for people in school, we are a safe place for anyone to ask for advice. No one can be downgraded for not knowing already; everyone has something still to learn; anyone might have something to teach, including children ("Not Just for People in School," 1979, p.284).

It is a part of ERC's special magic that it reaches out to empower those who would not ordinarily think of themselves as teachers and thus creates a wide community of learning.

Serving the Whole Family

ERC frequently works with children and parents together. For example, it offers birthday parties which are built around educational games and activities. It has ethnic nights which feature the crafts, foods, and cultures of minorities that make up the diverse community that ERC serves. It also offers child-parent workshops. ERC thus works directly with parents and children on educational issues. There was some indication that this heightened the expectations of parents and children about what education in schools could and should be and gave parents

tools and concepts for dealing with the schools. By working with families, ERC also helps to spread the idea that learning need not take place only in schools or only at certain ages, that learning is a life function in any setting and at any age.

To review and summarize the perceived benefits of ERC's chosen community-based model, ERC has become like a strong tree with roots deep in the community. If one branch should wither or die, there are always new branches sprouting to keep the tree healthy and growing. This flexibility enables ERC to continue despite the winds of social, economic and institutional changes.

Although we will discuss the costs of the model in the next section, the benefits for survival and growth clearly have outweighed the costs over the years of ERC's history. Without depending on one source of funding or one kind of client or one type of workshop, ERC has been able to grow in many different directions to serve and to learn from many different "teachers." Other centers may well want to study the benefits of ERC's decision to bring together parents, children, certified teachers, day care workers, senior citizens, craftspeople, local businesspeople, librarians, graduate students, and other interested learners in a vibrant process of life-long learning.

B. COSTS

The costs of ERC's unusual model are often the shadow side of the benefits, and it is easy to see how flexibility can turn into over-commitment of resources, for example. The reader is urged to see the costs/benefits analysis as a whole,

even though the costs are factored out here for easier presentation. Some of the costs are built into the model and some, as ERC has learned over the years, can be avoided. The function of this paper is to save other centers this trial and error.

Unstable Organizational Identity

It is difficult to run down many roads at once. Within the context of a stable and consistent mission, ERC seems over the years to be working with constantly shifting operating goals. ERC's very flexibility makes it difficult to engage in long term planning, since no one can foretell what the organization hopes to look like two or three years ahead. As the 1980 Annual Report states, "Life at ERC is in constant motion. What is accepted and possible today may give way to other considerations tomorrow."

Since ERC has so many potential clients, it has been difficult to focus on developing a particular clientele. Near the end of the observation period, the ERC Board voted to affiliate as the resource/outreach wing of a projected childrens' museum. Although this seems to promise a more stable organizational umbrella, the unstated assumption seems to be that ERC will continue to embrace a multiplicity of goals, clients, projects, and funders.

Dilution of Organizational Activity: Financial Uncertainty

The scope of ERC's mission means that it is difficult to focus on one stream of activity. There can be no long term

funding program, so the director has to constantly seek new funding from a variety of sources. She has to continually write new proposals highlighting new faces and facets of ERC. (This exacerbates the unstable identity problem described above.) This funding pattern causes both short and long term financial uncertainty -- e.g., paychecks are sometimes late and people cannot always count on their positions being funded. This uncertainty makes it difficult to hire certain kinds of staff -- i.e., very poor with families who need to count on pay checks. Uncertainty also periodically causes staff frustration and causes internal dissention. Uncertainty also means that ERC occasionally has to take on work that is not in the mainstream of their interests. They do not have the capital resources to buy equipment that would appreciate over the long run. They sometimes accept staff with skills in specific limited areas because their positions are funded by outside sources.

Dilution of Organizational Activity:
Changing Programs and Staff Retraining

ERC is currently adding new programs and moving to new areas of service. Thus, they have to constantly recruit and retrain their staff and juggle multiple simultaneous obligations. It is difficult to develop long term staffing patterns and to cultivate continuity of skill development. They are sometimes

put in positions of promising to overdeliver. Since they are continually getting involved with new bureaucracies they have to spend a lot of time building networks and learning to manipulate new systems (e.g., negotiating with CETA bureaucracies to get badly needed money released). The frustration of the financial uncertainty and the shifting roles cause staff frustrations, and lend to the feeling they aren't doing as good a job as might be possible with less over-commitments. These frustrations tend to contribute to emotional "burn-out."

Ambiguity in Chosing Between Grassroots
and Professional Identity: Image

The community based ideology and the diverse staff promote an image of "earthiness" and genuineness. Procedures are kept personal rather than official. Communication is by word of mouth rather than paper. Many staff dress casually and the physical setting gives the impression of "happy disarray" so typical of alternative school settings in the sixties. The center is located in an urban community (above a delicatessan) in an area many clients sometimes consider unsafe. Although many users like this ambiance, some are alienated by it. They occasionally ask questions about the staff's formal qualifications. Some teachers feel the place is not really for teachers and ERC's reputation has grown to be that of a community arts and crafts center rather than an educational center. For some it lacks a "businesslike" quality. The same ambiance that makes some comfortable made others uncomfortable.

Ambiguity in Choosing Between Professional
and Grassroots Identity: Board-Staff Relations

Like many teacher centers, at ERC's inception, the distinction between Board and staff was not easily made. The volunteer Board was a working one, with each member required to devote at least two hours per week to ERC and some members giving full-time effort to the organization. Although the two hour/week requirement is still on the books, fewer and fewer Board members are meeting it.

As ERC matured, its own staff got larger and was more able to run the organization on a daily basis without the Board's help. Over the years, the composition of the Board itself has also changed. Old members got tired. New Board members were sometimes chosen because of official positions in educational bureaucracy or business connections.

As ERC became more of an established organization and less of a social movement, the Board took on the mixed functions of working Board, fund-raising and policy making. ERC now relies less on Board members and other volunteers to conduct workshops, for example. In 1976, only 38.5 percent (N=96) of the workshops were run by staff. By 1980, when almost twice as many workshops were offered, 82.1 percent (N=191) were led by staff members. The Board still conducts fundraising benefits, helps with finances and sets policies, but they are increasingly less involved in the Center's day-to-day activities.

Thus the intimate daily natural knowledge between Board and staff dissipated. Still, the community-based identity meant

that the old grassroots expectations continued. There had been no clearly marked change over. This led to some disappointments as staff members expected Board members to help out in the old ways and Board members expected the staff to maintain operations on their own. There was a reluctance to adopt formal policies and procedures because of the continuing ideology of the daily informality of a grassroots social movement.

Servicing the Public School Teacher
in the Current Context

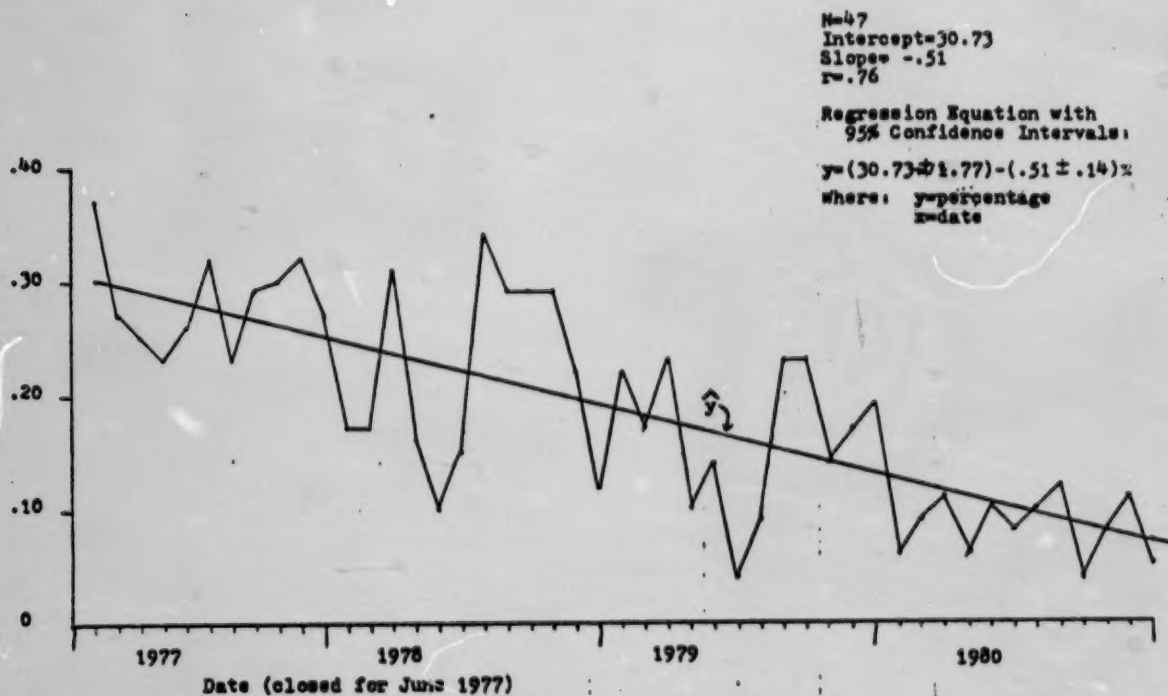
ERC's variety of activity focuses and different identities made it easier than it might have been for them to back off from servicing important needs of public school teachers. The school system was demoralized-teachers felt they were not being rewarded for extra effort and hence many quit trying, many became pessimistic, and basic skills emphasis drove out impulses to experiment with alternative approaches. ERC continued to service teachers by acquainting them with craft skills, offering craft ideas for classroom learning and offering recycle materials and other services like laminating. ERC felt that public school teachers could be drawn to the Center for crafts materials and then encouraged to explore other resources/ideas/materials offered. For a significant core of teachers, ERC continues to function even as in the old days -- as a center of creative, holistic educational ideas and support. The staff felt, however, that many other teachers had quit trying. A mutual withdrawal seemed to be happening. Staff found teachers difficult to work with

and unresponsive. Teachers defined ERC as no longer addressing the current school realities and used it only for certain limited purposes. Faculty desegregation had shuffled teachers all over the city so the original core of supportive alternative - oriented faculty was no longer concentrated in the neighborhood. At 3:30 teachers hurried out of ERC's neighborhood to return to their own neighborhoods where they used resources such as libraries. Teachers living in the ERC neighborhood still came by, but seemed less enthusiastic, and their total numbers dropped as well.

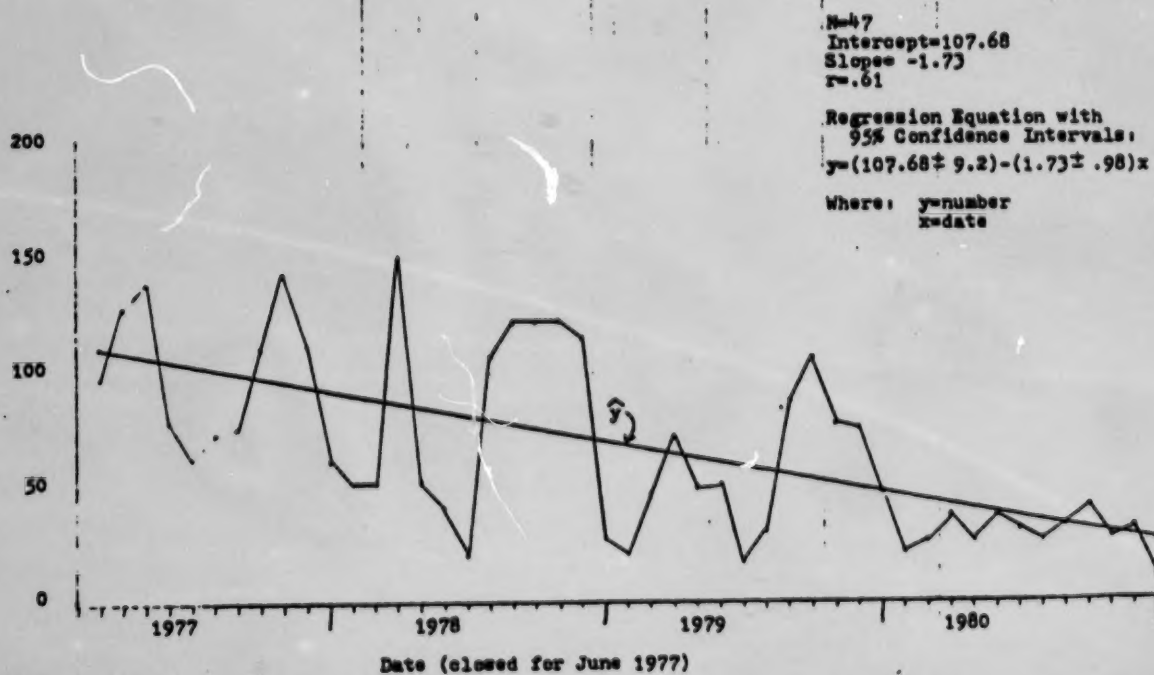
Despite its broad orientation, the founders of ERC expected the largest proportion of clientele to be public school teachers. As Schenker, one of the founders, stated, "This is how it should be, for they do have the greatest responsibility for what happens in the schools and they do have the greatest impact on the largest number of children." (Schenker, 1979, p.284.) The earliest visitors statistics show that 45 percent of those who used the Center in July and August 1976 were public school teachers. It is obvious that this ideal is not currently being met. Between January 1977 and December 1979, there were significant linear declines in both the proportion of all drop-in visitors who were public school teachers and in the absolute number (See Graphs 1 and 2). As mentioned earlier only 15.2 percent of those who visited the center in 1979 were public school teachers.

There was also a significant linear increase in the percentage of workshops held at the Center and publicized as "open to the public" with no public school teachers attending between January 1976, and November 1980 (See Graph 3). In 1976,

Graph 1: Date (Month and Year) by Proportion of all Visitors Who were Chicago Public School Teachers



Graph 2: Date (Month and Year) by Number of Public School Teachers Visiting ERC



June is ERC's

Greek Month!

Decathlon Day
5/31 1:00-4:00 \$2 Entry Fee Children (K-8)
(VOLUNTEERS NEEDED)

Young people are invited to participate in the ten events which marked the ancient games of Greece. Track and field activities where each participant will compete only against the course and everyone wins a gold medal. Call ERC for details.

Gill Park/ERC Production

Magical Mythology
6 4:30-7:00 \$4 includes dinner

Greek Gourmet Goodies
6/21 10:30-12:30 \$5 Adult/Child

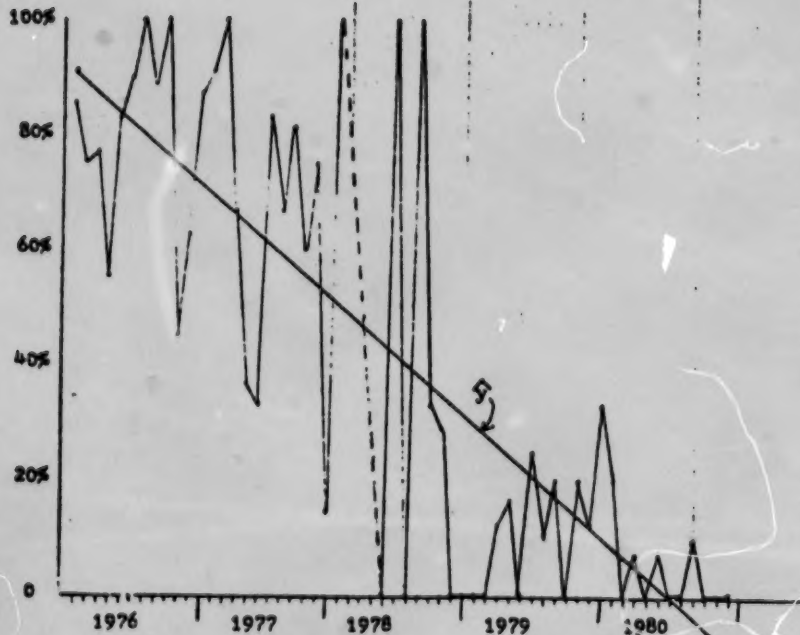
Join our expert as you work with your child in learning the fine art of Greek cooking. Create your own delicious luncheon treat, then enjoy, enjoy....!

Margot Phillips, Gourmet Cook

Dionysian Festival
6/27 7:30-9:00 Free Adult/Child

ERC's "Greek Month" culminates in a festive celebration of dance, music, food, ideas, theater and fun. Bring the entire family and don your toga.

Graph 3: Percentage of Workshops with Chicago Public School Teachers Present for Workshops Held at the Center



n=58
Intercept=91.9
Slope= -1.74
r=.80

Regression Equation with
95% Confidence Intervals:

$$y = (91.95 \pm 6.31) - (1.74 \pm .37)x$$

Where: y=percentage
x=date

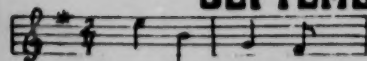
Date (closed for June 1977;
missing data for February,
March, and April 1978)

76 percent of all in-house workshops were attended by at least one teacher. By 1980, this figure had fallen to 3.5 percent. The staff and director of the Center reported a greater necessity to cancel in-house workshops designed for teachers due to lack of interest than those designed for others. During this time ERC staff dramatically increased in-service workshops for teachers, held outside the Center. Thus public school teachers were still being served by ERC, but not in the Center itself as much as in previous years.

Much of the decline in public school teacher participation can be attributed to a change in the environment rather than to a change in ERC. Dissatisfaction among Chicago public school teachers led to a strike in 1979. Teacher paychecks were delayed up to six weeks. Budget cuts reduced the number of public school staff members, especially in the arts. Remaining teachers live in a state of constant uncertainty about the future of their jobs. Redistricting has caused many teachers to travel out of their neighborhood to work. Many teachers who lived near ERC complained they were too tired to visit it when they finally got home. Others, who taught near ERC but lived somewhere else, said after school they thought only of getting home before rush hour. "Burnout" was an expression frequently used by school teachers who felt they were overworked.

The topic most frequently suggested for workshops by the public school teachers surveyed was how to cope with stress, but when ERC volunteered to offer workshops on stress through the Board of Education, the workshops did not fill. Teachers also mentioned that participation at ERC did not help their careers. With the current crisis in the schools and emphasis

SEPTEMBER



MUSICAL INSTRUMENTS SAT 1

\$1.50 Adult/Child 10:30-12:30

Work as a family to construct your own string and percussion instruments using recycled materials. The session will end with a sing-along.

Gill Herman, Teacher

WOK WONDERS SAT 8

\$5.00 10:30-12:30

Learn the art of Wok cooking. After watching the demonstration, try preparing your own delectable dishes.

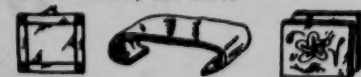
Wendy Pantel, Culinary Wizard

FIELD MUSEUM KITS TUES 18

\$2.00 4:00-5:30

Combine your creative ideas with others on the uses of our natural history units, which include slides, artifacts, and curriculum ideas. Two free posters will be available.

Karen Jo Walsh, ERC Staff



PLEXIGLAS WED. 19

\$5.00 materials included 6:00-9:00 p.m.

Make a decorative or functional object as you learn to cut, bend, and adhere plexiglas.

Roddie Merritt, Artist



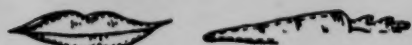
ORGANIZE WITH TRI-WALL SAT 29

\$5.00 plus materials 10:00-3:00

Acquire the techniques needed to build bulletin boards, bookracks, chairs, tables, stages and many more things.

Rufus Mitchell, Teacher,
Kulvin Park High School

WORKSHOPS

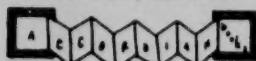


SOFT SCULPTURE -- SEW MEAT

\$20.00/4 sessions

Transform your fantasies into dimensional soft sculptures.

Karen Jo Walsh, ERC Staff



Cover-to-Cover:

CHILDREN'S BOOKMAKING

\$2.00 Adult/Child

Experience with your child creating his own book using a techniques.

Deanna Seltzer, Librarian,
Nettelhorst School



SILK SCREENING: 101

\$15.00/2 sessions

Find out how to create professional looking greeting cards and design your own stationery and party items.

Ellen Bender, ERC Staff



NEW OUTSIDE GAMES

\$1.00 Adult/Child

Play hard and play fair. Learn some new and old games. A great day for family fun.

ERC Staff and Friends

★ Workshops filled on a first-come basis.
Call 915-1151 for more details!

ERC 735 w. sheridan rd. (2nd floor)

OCTOBER



TUES 2

4:00-6:00 pm

your class.
:t Approach.
er elementary

ro History Fair



SAT 6

10:30-12:30

rofessional
acterizations
in transfer
ment.



IONE SAT 13

10:30-12:30

where Chicago's
t. Make rub-
and discuss
ist.



SAT 20

10:30-12:30

Join us for an apple harvest of recipes,
games and art projects.

ERC Staff

WORKSHOPS



BOOKBINDING

\$30.00/4 sessions

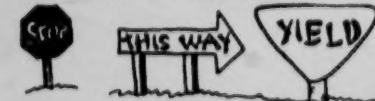
THURS 4

18.

6:00-8:00

Learn the art and technique of bookbinding as you make your own book. Just in time for those special holiday gifts.

Mary Ritsenthaler, Bookbinder



CALLIGRAPHY

\$35.00/4 sessions, materials included

TUES 9

23

6:00-8:00

A class for beginning and intermediate students interested in the fine art of italic handwriting.

Nicholas Yager, Calligrapher



QUICK WITH A STITCH

\$15.00/3 sessions

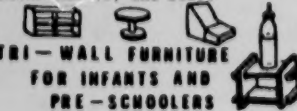
TUES 16

23

6:00-8:00

Acquire the basic techniques of quilting and patchwork. Quilt a potholder or toaster cover. Decorate a pillowcase or sampler.

Ellen Bender, ERC Staff



TRI-WALL FURNITURE FOR INFANTS AND PRE-SCHOOLERS

\$5.00 plus materials

SAT 27

10:00-3:00

Fill your child's need for new furniture by using Tri-Wall. Save money, too!

Joan Bradbury, Mother and Teacher

PRE-REGISTRATION!

★ CALL AHEAD

915-1151★

on basic skills, the training offered by ERC wasn't as appreciated as it was previously. Teachers did not get credit for it. Although on occasion some universities have given credit for ERC workshops, they usually do not. Credit was a more salient issue among teachers later in ERC's history than in its early days.

ERC's multiple community focus made it easier for them than it would have been for a strictly teacher oriented center to avoid dealing more directly with the very difficult issue of teacher demoralization. They had lots of important other work to do with constituencies who were responsive and excited about ERC's resources, from day care workers to senior citizens.

ERC's staff and board are aware of the decline in enthusiasm among public school teachers and have taken steps to reach more of them. The staff has increased the number of in-services presentations in public schools. "In-services" are held during periods of time set aside by the Board of Education for Continuing Teacher Training. Teachers are paid for the time they participate and are excused from classroom duties. The Educational Advisory Committee suggested that ERC concentrate its efforts on one "pilot" school in hopes that news of its work there would attract clients from other schools. A grant was recently obtained to fund this effort. Both of these tactics seem promising since over half (52.6 percent) the Chicago Public School teachers who used the Center had heard about it from another teacher, at school, or during an in-service.

Creative Classroom

Every teacher wants their classroom to foster independence, to challenge each student to his/her potential, and to create an appreciation for and willingness to learn. This is not an easy goal to achieve as too many duties interrupt a teacher's "teaching time."

The Creative Classroom Program is designed to help teachers meet this goal. On invitation of a teacher, an ERC staff member will meet with the teacher to discuss ideas and goals. After a plan and time table have been designed, ERC workshops are brought into the classroom to work alongside the teacher in presenting innovative materials and techniques that will be incorporated into the teacher's future lessons. Topics might include: individualization, learning centers, behavior modification, mainstreaming, or dealing with language differences.

There is some suggestion that the decline of public school teacher participation in ERC may be the result of a failure to recruit new clients from that sector, rather than a failure to satisfy old ones. Over seventy percent (73.7 percent) of the public teachers surveyed who had visited the Center between January 1979 and June 1980 (N=19) said they started using ERC in 1976 or before. Only about twenty percent (22.7 percent) of ERC's other clients (N=75) surveyed had used the Center for that length of time. All of the public school teachers surveyed in the telephone interviews said they found the staff helpful and were able to accomplish what they wanted to get done. About nine-tenths of them (90.9 percent) felt ERC had kept up with the changes in the school system and the community while the rest felt they had kept up in part. About fifty percent (46.7 percent) of the public school teachers surveyed said ERC had a good or very good reputation among their colleagues. But another forty percent said that their colleagues didn't know about ERC. About ten percent (13.3 percent) said their colleagues knew about it, but didn't use it.

From its very inception, ERC has been dedicated to learning and to teaching and dedicated as well to the concept that teaching and learning can take place anywhere, any time, at any age level. This broad scope of possible activities and clientele has kept ERC alive during very hard times for public school teachers and those who serve certified teachers. Not everyone can live with the pace. Not everyone can generate the constant creativity and flexibility needed to keep a community based resource center alive. ERC Staff feel the daily danger of spreading resources too thin, over-committing, burning out, and always working in a crisis burst of adrenalin. This pace is not for everyone, but it is for them. ERC has generally lost staff members because of funding cutbacks, rather than staff burnout. Anyone proposing to develop a similar resource center for those who teach must recruit a staff with a high level of dedication to the vision, with enough dedication to see that the benefits (and those benefited) outweigh the costs, and with enough flexibility to live through the rough periods that such a mission brings.

III. A YEAR IN THE LIFE OF ERC: 1980

The research grant enabled us to closely study the daily workings of ERC during 1980, a year rich in growth and changes for the Center. In this section we present more detailed specifics of that year, including: range of activities offered,

advertising and outreach programs, and a brief analysis of workshops cancelled.

The following section was written as part of ERC's annual report by the Center's Executive Director. It is hoped that such a detailed listing of ERC's programs for 1980 will spark the thinking of others who might wish to incorporate some of ERC's broad community-based scope in their centers. The reader is urged to read this section creatively, keeping in mind both the practical application of these suggestions and the cost/benefit analysis of our first section. In each of the special programs described, ERC's scope and flexibility enabled them to see new areas for growth not previously tapped by a traditional teacher's center (e.g., learning/teaching outreach programs in such diverse settings as prisons and suburban shopping centers). This scope also meant stretching the resources of a small staff, and the human costs of this range must also be considered. As we stressed in the previous section, costs and benefits are almost always two sides of the same coin, and ERC staff has made the conscious and on-going decision that the benefits of their wide-ranging programs are worth the costs in staff time, energy, and frustration.

A. Special ERC Programs and Events

Whereas many of the standard programs for which ERC has become known continue to grow and flourish, the Center has not stood still in developing new and innovative programs during 1980. ERC continues to offer:

- ** A drop-in center offering: materials, tools, equipment, a lending library, space and ideas
- ** A membership program with many benefits
- ** Learning Birthday Parties
- ** Adult/Child Interaction Workshops
- ** "Moms" Workshops -- where neighborhood mothers attend a workshop at ERC as a group to learn how to more effectively work with their small children
- ** Arts and Crafts Workshops
- ** Inservices for professional teachers
- ** Field trips to ERC and throughout the City of Chicago
- ** Recycle Workshops
- ** Do-It-Yourself Learning Fair

while at the same time initiating a whole new series of activities. Some of the exciting programs which gained steam throughout the past year include:

1. ERC and Cookie Monster Go to Prison Project: Upon the invitation of the Children's Television Workshop, ERC entered into a contract with CTW to conduct a one-day workshop at the Dwight Correctional Center for Women in Illinois. CTW has been working closely within certain prisons throughout the country in the development of play areas where families visiting residents incarcerated within the institution(s) might have a positive experience. ERC was asked to conduct a workshop to demonstrate the use of recycled materials as learning tools and games, and activities residents might learn to enjoy with their children. The ERC staff found the residents eager and willing to learn nursery school games, puppet making, storytelling techniques, etc. It was an exciting workshop on both the part of the residents, and the ERC staff workshop leaders.

2. Department Store and Shopping Center Contracts: Over the past few years, ERC has had the good fortune to set up

contracts with Saks Fifth Avenue on Michigan Avenue and Northbrook Court Shopping Center in Northbrook. The "Saturdays at Saks" are run every other Saturday, offering three workshop activities each time, taking place for one hour in the Children's Accessories Department. The workshops are well received by shoppers in that they are able to drop their children off (or remain with them) while they complete their shopping unencumbered by small ones. The children enjoy the activities and walk away with their own projects which they can then show their parents and take home as keepsakes. ERC not only receives financial reimbursement for the activities, but excellent publicity as well.

This past year, I. Magnin decided to see if they might not also like to conduct similar activities for their clients. After a most successful Easter workshop, I. Magnin on Michigan Avenue entered into a contract for Saturday workshops. I. Magnin at Northbrook Court Shopping Center soon followed suit and booked ERC to conduct workshops at their store as well.

The Northbrook Court "Phases of Creativity Workshops" were conducted over three days in August of 1980. The workshops enlisted the aid of many ERC volunteers and demonstrated to suburban shoppers how to use recyclables in their own homes to involve their children in creative learning activities. Northbrook Court benefits by drawing shoppers to visit their shopping center so that shoppers' children might participate in the workshops, allowing the adults to shop without the small ones. The benefit for ERC is a financial one and

also carries ERC's name to a wider community. As shopping center workshops seem so successful for all parties involved, ERC has recently hired a Marketing Director (consultant ... on consignment) to identify other such contracts for ERC in shopping centers throughout Chicagoland.

3. Fairs -- Street, Art, History, Science, Energy:

Throughout the spring and summer months of 1980, ERC was quite active as a participant in the many fairs which took place in Chicago. Some of the activities included: The Body Politic Art and Street Fair, several art programs at the Chicago Cultural Center in Chicago, the 44th Ward Fair, the Arts Festival at Lincoln School, and the day-long event at Indian Boundary Park.

Whereas ERC's participation in fairs involving the arts and cultural activities is always high, 1980 saw ERC present at other celebrations as well. ERC not only sent judges to local art fairs sponsored by the Department of Human Services, but to the Chicago Metro History Fair and the Whitney Young High School Fair.

ERC was also a popular booth at the Chicago Cultural Center's Energy Fair. Its recycle team demonstrated how to use recycle materials as a means to conserve energy, by producing inexpensive windmills out of industrial discard and household scrounge items. Participants learned the basic principles of wind as energy, while they learned how to use inexpensive materials found around their homes as project supplies.

An exciting development along this line was ERC's participation in the planning of Chicago's first "Kidsfair" which was held in the summer of 1981. "Kidsfair" was a one day gala event integrating sports events, performing arts, visual arts and crafts activities and many "learning booths" covering areas of science, health, and safety. ERC was honored to be the only teachers' center in Chicago invited to participate, and ERC's Executive Director sat on the Planning Committee for the event. It is important to note that ERC was one of the very few community organizations which had been invited to participate amidst such fellow participants as: the major museums of Chicago, the ethnic museums of Chicago, the Planetarium and Aquarium, the Chicago Police and Fire Departments. ERC is looked to as a leader with experience in "learning booths" due to the reputation gained by our annual Do-It-Yourself Fairs.

4. "Cop Shops" (Police/Community Workshops): 1980 saw the continuation of a series of workshops which have been affectionately dubbed "Cop Shops." These workshops were developed with the 23rd Police District in Chicago as a new approach to improving relationships between Chicago police officers and youngsters from the communities they serve. Basically, the program is run as a partnership involving several factions of the community. ERC contributes space,

materials and expertise through the staff member running the workshop; the police recruit children from a local school (usually between the ages of 7-10, and always a mixed socio-economic group), as well as supplying 10 police volunteers to work with the 30 children recruited; and the cost of the workshop is underwritten by a local community business, hospital, religious, or community organization. In this way, the three components fit together as a cooperative activity with the Resource Center, Police Department and Community all pulling together in a non-threatening environment to become better acquainted. The initial concept became so popular that ERC extended the program into the 19th and 20th Police Districts as well. The top brass of the Chicago Police Department have attended several Cop Shops and were so impressed that a city-wide program has been considered. Pictures from past ERC Cop Shops with the 23rd District were put on display at the central police headquarters at 11th and State for several weeks.

5. Ethnic Arts Program: In 1980, ERC decided to renew and expand its commitment to cross-cultural sharing and exploration. Considering the diverse ethnic communities which surround the Center, the resources appear to be virtually unlimited in making possible programs zeroing in on different cultures. Every other month, ERC plans its entire program around one particular ethnic theme. In April, it was "Asian Month," June was "Greek month," October was "Jewish month," and December highlighted the "Family of Man." All arts and crafts workshops, workshops on history, sociology, humanities,

etc., as well as one workshop exploring the creation of certain foods representative of the culture being explored were based on the ethnic theme targeted for that particular month.

One night was always held aside as a "Public Night," offering a culminating festival of activities at no cost to the public.

During these special nights, the space at ERC was decorated to complement the ethnic culture being highlighted. (On "Asian Night" for example, we dropped the tables and set up oriental lanterns throughout the Center.) Foodstuffs were prepared representative of the culture (either purchased or received as donations), music and dancing were enjoyed (always true to the culture under study), and displays of artifacts and pictures were made available. In certain instances, the Center was fortunate enough to have had experts from the consulates and museums show films and/or slides to help us all become familiar with the heritage of the culture under study. The program has been extremely successful with anywhere from 20-50 people attending each of our "Public Nights," and was awarded a grant from the Illinois Arts Council to make it possible to continue the activity(ies) in the future. Some of the other ethnic groups under consideration for 1981 are: Polish, Latino, Afro-American, East Indian/Pakistani, and Scandinavian.

6. ERC Art Week: In May, 1980, ERC held its first Art Week dedicated to intensive "hands on" experiences in various visual arts. Developed by ERC's Art Director, Community

Educator

**May
June
1981**

There is a relationship between the roles the volunteer workshop leader plays in the larger community and the cancellation rates. In the five-year population (N=157), workshops with non-public school teachers as leaders were most likely to be cancelled (50.0 percent). Artists (24.0 percent), public school teachers (25.7 percent), and other community members (25.0 percent) cancelled about half as often. Almost all cancellations were the result of insufficient enrollment. In the 1980 population (N=37), however, public school teachers had the highest cancellation rate (100.0 percent), other teachers (80.0 percent), the next highest, followed by artists (50.0 percent), and other community members (37.5 percent).



KUKULCAN, THE FOUNDER OF

CIVILIZATION AND THE BUILDER OF CITIES

Kukulcan was an exiled Toltec king from Tula, in Central Mexico, who had been forced to leave due to the evil magic of Tzatzitlipoca. He brought his people in boats to Chichen Itza about A.D. 987. He was a good and just leader, and accordingly, he became a god. Kukulcan II founded the city of Mayapan.

HISPANIC WORKSHOPS SCHEDULED FOR JUNE

Nibble a homemade tortilla, break a colorful piñata, create a glorious mural and teach your children songs and games from Latin America. Join us for these and other interesting workshops in June.

Activities Developer and local artist, Nan Becker, workshops were held back-to-back (two daily for five days) and featured professional artists as volunteer workshop leaders. Training was offered in: plexiglas, movie making, clay, soft sculpture, tie dye, batik, paper construction, bookmaking, silk screen and stained glass. The workshops were so successful that ERC plans to hold similar "Art Weeks" in the future.

7. ERC "Contingency Plan": The winter of 1980 was just as difficult for the city of Chicago as the winter of 1979. The major difference, however, was whereas the winter of 1979 brought us snow and sub-zero weather, the winter of 1980 brought us strikes and job actions among departments of city government. In January, 1980, as a teachers' strike became a real possibility in Chicago, the ERC Board of Directors and staff planned a "Contingency Plan" to offer a viable alternative to parents on the city's north side. Once the teachers did affect a walkout, ERC moved into high gear. It was immediately identified as the "Northside Coordinating Agency" by the press, and set up as a clearinghouse of information, a drop-in resource for parents with children at home, a consultant body and resource base for groups wishing to operate their own programs, and a carefully planned educational program offering continuous workshops at alternative learning sites throughout the north side of Chicago.

Within three days, ERC had set up classes running from 9:30 a.m. to 2:30 p.m. daily in five classroom spaces made

available to it by cooperating community organizations, churches temples and businesses. By the end of the two-week strike, over thirty-seven classes were operating, thirty-seven teachers were employed, and over 500 children were in daily attendance. The program was structured to offer the children the basic fundamentals of learning, yet to offer the curriculum in creative and innovative ways. Only professional teachers were hired to instruct the children, coming from many different school systems, as well as recent graduates of schools of education. Parents were assessed a fee of \$3.00 per child per day to cover both the cost of instruction and materials. \$2.00 went to pay the teacher(s) and the remaining \$1.00 returned to ERC to cover material costs, extra utility bills (due to the extended hours) and special, temporary staff hired to assist. The program was lauded throughout the city, and ERC received extensive coverage by the media. It was a time of excitement, dedication to education, and involvement of a tremendous network of volunteers and teachers. At the same time, it was a difficult program to run, and one which the Center is prepared to re-initiate in case of another strike in the future, but can never look forward to.

8. Day Care Training and Title XX: In the spring of 1980, ERC entered into its first formal contract with the Illinois Department of Children and Family Services. An intensive program, ERC was to train and advise day care workers and professional staff of DCFS in creative ways of working with young children in day care settings. Every Monday and Wednesday

for two months, the Curriculum Coordinator (and Early Childhood Education expert) and either the Community Activities Developer or Recycle Coordinator (Sherri Cagle) spent an entire day at a day care center actually working in a classroom with the children, teachers, teacher aides, potential recipients of day care licenses and staff of DCFS. Tuesdays and Thursdays, the teachers, teacher aides, potential licensees and DCFS personnel worked with ERC staff at the Center to further explore materials and specific activities which could be emulated at the day care facilities themselves.

Perhaps one of the most important factors of the program was the development of the team-teaching approach in each of the centers. Teachers and directors were recognized as professionals in their own fields. Rather than merely fulfilling a students role in the program, they were called upon as equal partners, contributing ideas and information from their own experiences. Participants worked alongside the trainers, learning how to interact more effectively within a team environment, as well as by drawing on outside assistance. The goal was to help them better understand how to transfer the team approach to their own circumstances.

This program was so successful and well-received by those being trained, DCFS felt secure in identifying the ERC/Chicago State University Title XX Training Program as the Chicago awardee to receive federal funds over the next two years. Under this grant, ERC will offer a cooperative program along with Chicago State University by marrying theoretical approaches to

practicum experiences in day care/home care training. The program was singled out as "exciting and innovative" and ERC felt honored to have been chosen out of so many excellent applicants. Title XX will be the largest grant ever given ERC.

9. Special Series: 1980 was a year rich with extended contracts. Some of the services performed for various groups over several weeks time included:

- a. United Christian Community Services Early Childhood Workshops: Led by ERC's Curriculum Coordinator, early childhood teachers attended weekly sessions at ERC covering everything from spatial design to learning games.
- b. Hammond Teacher's Center Cardboard Carpentry Workshops: ERC's reputation and skill in teaching the many creative ways to use triwall (triple-ply corrugated cardboard) to create all types of inexpensive furnishings has spread far and wide. With years of experience in teaching cardboard carpentry at ERC to Chicago teachers, Rufus Mitchell of ERC's Board of Directors and ERC's Recycle Coordinator (Delbert Dietz) commuted to Hammond, Indiana numerous times to conduct a series of workshops for Indiana teachers. Interestingly enough, ERC had to insist that Hammond assign one of their local people to learn the skill so that they could go forward as a teachers' center in training their own people. It was one of those cases in which ERC was pleased to work ourselves out of a job.

c. St. Gregory's After-School Workshops: For one-to-two months, ERC's Recycle Coordinator (Sherri Cagle) conducted a series of "Make and Take" workshops for the children of St. Gregory's After School Program. All of the workshops such as: puppets, musical instruments, etc., demonstrated creative activities using recycled materials and were considered most popular and exciting by all those who participated.

10. Computers/Calculators with CSU: Through a grant from the National Science Foundation, Chicago State University contracted with ERC to conduct a workshop for Teachers of Gifted Children at ERC. A day-long program, CSU provided the equipment, instructors and even a hot lunch; while ERC offered the use of our space and publicity. Forty people attended the event, demonstrating once again that ERC commands a wide audience of clients.

11. CACEY (Chicago Association for the Education of Young Children) Conference: As ERC has steadily built its reputation as a leader in Early Childhood Education programs, it was not surprising to hear of the tremendous response to the display and demonstrations developed by ERC's Curriculum Coordinator and Community Activities Developer, and presented by a talented group of volunteers. Participating in such events continues to bolster both ERC's reputation and build its client base.

12. Expressways -- a discovery center for learning: For several years, members of the ERC Board of Directors have dreamed of establishing the first true children's "hands-on".

learning/art center in Chicago. Many cities can point with great pride to their wonderful Children's Museums, yet Chicago has somehow never seemed to develop its own. To rectify the void in our city, ERC has joined forces with several other groups and individuals in Chicago to explore the possibility of ERC joining with an exhibit component as a larger entity to form a "hands-on" learning/art center for children. 1980 saw the drawing together of a coalition of strong and talented people from the Chicago Central Area Committee, the Junior League of Chicago, Loyola University, Columbia College, and, of course, ERC.

In 1980, the President and past President of ERC's Board of Directors and the Curriculum Coordinator/Art Director visited several Children's Museums in the nation's eastern states to begin formulating ideas. Numerous meetings of the newly-formed coalition were held as the years of research and vision began to come together. ERC's Board of Directors voted to endorse ERC's joining hands with an exhibit component in order to move toward a greater and more exciting future. The Junior League's "Arts are Basic" interest group has worked closely with ERC in developing plans as to how to bring ERC's years of experience, materials, staff and programs into the larger structure. 1981 will surely be a decisive year and a possible turning point for ERC as it continues to forge ahead into the future.

1980 Board President Marilyn Eisenberg says of ERC's future, "When something doesn't grow, it dies. Expressways is a

natural extension where ERC should be growing." Expressways is planned to incorporate many of the existing functions of ERC as resource center and workshop space, plus the component of more permanent exhibits than the current ERC displays. A \$50,000 seed grant from the Junior League provides the first funding for the new project.

B. Publicity, Promotion, Outreach

1980 was an exciting time for ERC in many ways, but especially in the unusual amount of publicity and coverage received. Items most popular with the press were the "Cop Shops" and the Contingency Plan. A local radio station broadcast a half-hour program featuring an actual Police/Community workshop at ERC. ERC was featured on another half-hour radio show as an organization that deals with the concerns of women, and ERC was one of three Chicago VISTA programs highlighted by CBS-TV. Its Contingency Plan was featured on both local and national television. ERC also received good coverage during the year in both community and city-wide newspapers.

Because of the broad scope of ERC's programs and clients, it is sometimes difficult to know where best to concentrate publicity efforts. For example, ERC's most basic "community" is the multi-ethnic urban neighborhood where the Center is located, but many projects and workshops take ERC staff to other areas of the city and to neighboring suburbs. Who best to contact for publicity?

By the same token, ERC's unusual activities (Cop Shops, Cookie Monster Goes to Prison, and many more) make ERC a far

more newsworthy center than a traditionally oriented teachers' center might be. The urban, multi-ethnic emphasis also is of interest to many small radio stations in Chicago that feature news of interest to particular communities, and this is another plus for ERC publicity.

Every other month, ERC distributes 5,000 copies of its newsletter, in schools, libraries and other community centers. These newsletters highlight news, ideas for projects, and calendars of scheduled workshops.

ERC has also tried to gain media publicity through the use of PSAs, Public Service Announcements provided free by local radio and television stations. If these announcements have been aired, however, it has been at unlikely hours and few at ERC have heard them.

C. Analysis of Workshop Cancellations

During the course of the research, the ERC staff requested a specific study of cancelled workshops. They were eager to see what they could learn about why scheduled workshops did not go on as planned. A paper summarizing the research on cancelled workshops is available from Far West Labs.

(end of annual report)

CONCLUSIONS AND DISCUSSION

Over the course of its history, ERC has continued to fulfill a broad mission -- that of bringing excitement, creativity, resources, materials, advice and encouragement to anyone who is concerned with teaching and with learning. This mission is

OCTOBER

- 38A -

WORKSHOPS for JEWISH HERITAGE MONTH

JUDAIC PAPER CUTS

10/9, 10/16 6:00-8:00 \$15 Adults

Prepare for the holidays by making traditional paper-cut decorations, then color them to hang at windows or around rooms.

Rose Ann Chasman, Judaica

★ CEREMONIAL OBJECTS

10/14 6:00-8:00 p.m. Free Adults

Enhance your knowledge of Jewish culture through slides, books and artifacts of ceremonial objects. Learn how Jewish life transcends many nationalities and cultures.

Rose Ann Chasman, Spertus Museum of Judaica

SPERTUS MUSEUM TRIP

10/12 10:30-12:30 \$7

View the historical Jewish culture. Create symbols representing the type of people who might have lived in ancient times. Meet at the museum: 618 S. Michigan Avenue

Grace Grossman, Hannah Dresner, Spertus Museum of Judaica, and ERC

Over the five-year period of the study, information on the cancellation or occurrence of 669 events was available. Of the 669 workshops scheduled, about four-fifths (82.2 percent) were actually held. The smallest proportion of workshops cancelled in 1976 (7.1 percent of 112) and the largest proportions in 1977 (24.1 percent of 135) and 1980 (29.3 percent of 58). In 1979 (14.8 percent of 116) and 1980 (17.0 percent of 230), moderate proportions of workshops were cancelled. Nine-tenths (92.1 percent) of the 112 cancelled workshops had five or fewer people preregistered.



BOO REVIEW

9/30 1:00-3:00 FREE ADULT

For those who care about young children, come share old and new songs and fingerplays.

Barbara Parvis, Grad. Student Erikson Instit. for Early Ed.

HALLOWEEN TREATS

10/18 10:30-12:30 FREE Adult/Child

Exploring healthful snacks to make and give for "trick or treats." Samples will be made and shared.

Sue Leason, Dietitian, Milk Foundation

★ BAGEL BAKE

10/26 10:30-12:30 \$2.50 Adult

Mix up a batch of bagel batter to create a favorite in Jewish homes. Enjoy your freshly-baked bagels with the traditional lox and cream cheese for a special ERC brunch.

Donna Janovsky, Teacher and Gourmet Cook

MAKEUP, MASKS, AND MOVEMENT

10/25 10:30-12:30 \$1.50 Adult/Child

Perform the tricks that professional artists use to create characterizations with makeup or masks. Then transfer those characters into movement.

Lollie Smith, Artist
Nan Becker, Artist

not only implicit to the ERC staff, but is also explicit to those who use the Center. Only 37.8 percent of those clients surveyed (N=98) felt that ERC was designed exclusively for "teachers," and most of these people were including all who work with children as teachers. Parents report few alternative sources for the types of materials and advice available at ERC. Child care workers get training unavailable elsewhere. Senior Citizens have a chance to continue to share the skills learned over a lifetime and to contribute productively to the community. Artists stress the creative atmosphere and unusual materials. All school teachers, both public and non-public, who use ERC cite it as an exciting place, important to their classroom work. Local policemen, small business owners, librarians, and grassroots politicians are all drawn into the exciting process of teaching, learning, and networking for strength and growth in their own community. Truly ERC serves a unique function.

The toll on staff, however, should not be minimized. One day can serve up countless challenges, frustrations, opportunities, and always more work than is possible to finish. Trying to be many related centers to many different clients and potential funders requires constant renewal, changes, new learnings, new identities, new contacts and resources to be found. The decline in interest on the part of public school teachers is an example of the possible cost of ERC's broad approach, as one cannot consistently be all things to all people. Another cost is the feelings of frustration of a staff that never has the time to do one job in great depth and detail

because so many other jobs, for so many other audiences, are always waiting for attention.

A great deal of ERC's success can be attributed to the staff's dedication to the ERC ideals, their willingness to spread themselves thin in order to reach and serve many groups. Another key to ERC's success, right from the very inception of the idea, has been ERC's deep roots in the community. It was a community group that wanted ERC enough to found it, community members make up a large percentage of ERC's working Board of Directors, and aggressive networking makes possible many opportunities (for funding, for publicity, for volunteer help, for new clients, for workshop leaders, for sites to hold workshops) that would be available to a center without this strong community base.

There have been times when the going was very tough for ERC as an organization, times when work load loomed large and funding grew small. Yet ERC has weathered these times, and will no doubt continue to weather them in the future. If ERC had limited its clientele to public school teachers and their felt needs, the Center would perhaps have folded by now. But ERC doesn't wait for teachers to express needs. Although it is responsive to the needs of the community, ERC is in the business of filling needs that those who work with learning didn't even know they had. This vision, this ability to keep coming up with new creative ideas to serve a wide variety of potential teachers and learners, is the foundation of ERC's growth and survival. Such a mission is not to be entered into

lightly, but the rewards in satisfaction can be great.

The appendix that follows is in four parts, each designed to give the reader more specific information about the formation and daily life of a community-based resource center for all those who teach, "not just for people in schools." ERC's commitment to the community model makes other choices necessary -- for example, a Board of Directors heavily weighted toward community representation and a place in the Center itself for day-care workers to come for ideas. The staff, their titles and duties, also reflect ERC's dedication to the widest possible range of learning opportunities, both in their definition of who can be teachers and who can be served by the Center. For example, teaching and learning among senior citizens is an important aspect of the ERC program, and the Senior Liaison is herself a senior.

Appendix A is a detailed tour through the Center. Appendix B traces the evolution of one workshop sponsored by ERC in 1980. Although the funding for this workshop was atypical, putting the workshop together reflected many of the everyday issues of ERC and will be helpful to practitioners. In Appendix C we list job titles and descriptions of ERC's unique staff. The reader is urged to see these descriptions as practical ideas, measuring ERC's modes and decisions of operation against your own Center or your own plans for a Center.

APPENDIX A: A TOUR THROUGH ERC

ERC's devotion to learning and the scope of its events, activities and clientele are apparent the minute a visitor steps inside the Center. Right inside the street door is a bulletin board jammed with community events and notices. Not an inch of Center space is wasted that might be used for materials, display, activity boxes, murals, file boxes full of ideas, folders, books, machines, posters. The effect -- a many-ringed circus of educational ideas and possibilities, can be initially overwhelming, but a tour makes order of the seeming chaos.

You, the visitor, are first asked to sign in, noting the reason for your visit and your affiliation: public school teacher, other teacher, parent, community member? By the door is a small display of books for sale, and you're in a huge room divided into many smaller areas. Perhaps you've come just to put together a game or display? ERC will sell you one cube, one spinner, one porcelain button, one clothspin -- or a starter kit of many items to get your imagination rolling.

If your imagination is already rolling for art projects, maybe you would like to use the workshop area, complete with xerox, thermofax and ditto machines, rubber stamp sets, magazines to cut, colored boards, glue, crayons ... A box of 10¢ "idea sheets," i.e., what to do with an apple for in-class projects, will also stir your imagination.

Need more materials? One end of the room is the Recycle Dept., where for \$3.50 you can fill a shopping bag with every

discard imaginable (and some you can't even imagine). Here you might find (depending on what's been donated recently) carpet scraps, plastic bottles, pieces of foam, wrapping paper, books, metal film cans, egg cartons, yarns, bows, old post cards, plastic binders, cardboard tubes. Samples of what you might make with the recycled materials are on display, and many ERC workshops focus on the uses of recycled items.

If you're tired by this part of the tour, there's a Quiet Room with a comfortable couch and a circulating library of books and periodicals. A large display on the wall relates to the "book of the month." Books of Learning Activities are also on display in this room.

Make a cup of tea in the kitchen (please leave 20¢ and notice the posters on nutrition while the water is boiling), and take it into the Social Studies Room. This large and comfortable room is also used for community feast nights, birthday parties, make-up for workshops, Board meetings. Here are housed the dozens of artifact boxes, each on a different culture, which circulate to ERC members. These boxes, compiled under a grant from HEW and since added to by contributions from people in the community, contain costumes, maps, pictures, articles, anything relating to the given culture. ERC is also the North Side distributor for the "Experience Boxes" of arts, crafts, and science projects produced by the Field Museum of Natural History.

The math section is piled high with games and ideas and books and boxes which can be checked out. These collections

sit on sturdy and attractive shelves made of tri-wall, a heavy cardboard, and workshops on using tri-wall are also popular at ERC. Near the north wall is a section on Language Arts, and there is another section for science ideas. If what you want is not at ERC, you might want to consult the Community Services File.

The Art and Art Education section contains boxes all ready for workshops -- boxes full of the makings for puppets or masks or ... Just nearby is a small screen ready for showing slides or becoming the backdrop for a theatrical piece.

The early childhood section is geared both for parents and for pre-school teachers. A file box tells parents what to expect of their infants' development. Toys and learning games are set out as examples for use with small children. Here, too, there are boxes full of ideas that can be checked out and used in the home or day-care program.

The tour is complete and now the colorful chaos looks far less intimidating. In fact, you find yourself going back to fill up a shopping bag with recycled materials and stopping to pick up a few of the 10¢ idea sheets on what to do with all these bargains you've just purchased.

Whether you're a public school teacher preparing a specific classroom unit, a local artist who's stopped by to laminate a print, a parent who's checking the files about appropriate games for a two year old, a senior citizen asking about sharing your skills in an up-coming workshop -- no matter what your initial reason for dropping in to use the ERC resources --

you're likely to stay on for other reasons and to come back for projects you'd never even thought about before. The arts and resource ideas at ERC are a hook, and once you're hooked, you know what lifelong learning is all about.

APPENDIX B: THE ORGANIZATION OF ONE ERC WORKSHOP

The Chicago Council on Fine Arts distributed a request for proposals inviting short-term projects for the summer months. ERC's Executive Director, Curriculum Coordinator and Community Activities Developer brainstormed on an Ethnic Arts proposal. They suggested six workshops, each at a different site in Uptown (as required by the grant), an urban multi-ethnic community, and each focus on either Asian, Black American, Native American or Hispanic arts and heritage. The programs would be offered free to the six sites -- which included a day-care center, community center, public library, park, church, and senior citizen center -- and each could choose the ethnic group it wished for focus.

When the proposal was accepted -- two weeks after ERC had thought it would hear the decision and could begin planning -- time was short to set the six programs into motion. Working with so many different funders, clients, workshop leaders, and institutions, having to begin a program with less than ideal lead time is a consistently frustrating fact of life at ERC, and this workshop was no exception. There is never the luxury, says the staff, of doing the best job that we know we are capable of doing.

The proposal had called for a workshop at any public library in Uptown, so the Community Activities Director, Paula Twilling, called a contact at the downtown library who suggested the Bezazian branch. A meeting with the Bezazian Program Director led to their decision to host a program on Asian culture and

their willingness to take the responsibility for recruiting the participants, children from 6 to 12. (See flyer.) Parents and the librarian herself also had the opportunity to attend the workshop and pass on the skills learned there.

The Community Activities Director next went through her list of possible workshop leaders for an Asian program, but found no one able and willing to undertake the workshop. As so often happens through ERC's aggressive networking, word-of-mouth produced the appropriate leader, a Japanese woman who agreed to do a program on Origami, Japanese paper folding, for \$25. Another meeting was set up to determine what the workshop leader would need to do the program, and Paula spent two hours just before the workshop preparing these materials at ERC. On August 22, about 5 weeks from the time the grant was awarded, the program was carried out successfully at the Bezazian library (see photo). All the six programs were completed by the first week of October.

Reflecting on the Ethnic Arts program in Uptown, Community Activities Director Paula Twilling suggests that the ethnic categories chosen, such as "Asian," were far too broad to be meaningful. Next time she would focus on the arts of the Japanese or Korean, for example, rather than "Asian." Her advice to others contemplating such proposals and workshops? "Don't be too ambitious in scope or depth." After all, much of the success for this workshop was based on a firm foundation that ERC had already built up in the community -- from being part of the network to be informed of a funding source in

the first place to having the available community networks to pull the six programs together so quickly in six different sites.

It took many years to develop the necessary networks to allow this kind of flexibility.

APPENDIX C: ERC STAFF FOR THE RESEARCH YEAR, 1980

Much of ERC's basic flexibility, the flexibility so necessary for both survival and sanity, is reflected in the multiple roles of ERC staff. Although the staff itself changes with new projects and new funding, we have chosen to outline the staff and their roles during the research year, 1980. A sense of how ERC staff functions will give readers a chance to understand just how such creativity and output is possible with so few staff workers. Of course, volunteers also help with the work load, but as Sue Ross noted, "Volunteers bring staff time down from 150% to 100%."

Executive Director:

- over-all supervision
- fiscal management
- contract compliance
- grantsmanship and fundraising
- liaison between staff and Board
- publicity
- annual reports
- bookkeeping

Curriculum Coordinator and Art Director:

- artwork -- displays, newsletters, other graphics
- early childhood advisor
- responsible for all curriculum areas
- responsible for running Title XX grant
- handles much day-to-day operational activities and supervision of special workers

Community Activities Director:

- schedules and logs all workshops
- negotiation of contracts, correspondence and final thank yous to workshop leaders
- maintaining calendar of workshops
- finds leaders, sets up, and preps many workshops
- newsletter artwork
- coordinator of Northbrook Court workshops

Materials Resource Developer and Senior Liasion:

- coordinator of the senior to senior project

setting up workshops by and for seniors
assists with promotional advertising
oversees library system (book retrieval and processing)

In-House Recycle Coordinator:

ERC primary photographer
keeping up contacts with donors
soliciting donations of materials
correspondence -- thank yous and tax letters
sorting and display of recycle in Center
assists with newsletter preparation

Out-of-House Recycle Coordinator:

maintains contacts with donors, networking
solicits donations of materials
pickup and storage of donated material

All above staff also put on workshops.

Membership Coordinator:

mailings, solicitations, renewals
contacts with ERC memberships

Bookkeeper:

responsible for both bookkeeping and promotional advertising

Custodian

maintenance of the Center

All staff (with the exception of the custodian) "staffs" the front desk and the Center floor on a rotating basis.

Special Honors General ERC Staff, 1980

- ** Executive Director was presenter at a conference on "How to Start a Teacher's Center without Federal Funds" in Phoenix, Arizona; February, 1980
- ** Executive Director was presenter at a conference on "Teacher's Centers/Teacher Corps" in Chicago (Illinois Office of Education) in April, 1980
- ** ERC Materials Resource Developer was selected as one of the twenty-five senior citizens in Chicago to be named to the "Senior Citizens' Hall of Fame" out of 125 nominees
- ** Former Interim Director (as well as former VISTA Volunteer) and Recycle Coordinator (present VISTA Volunteer) were highlighted as part of the three top VISTA Programs in Chicago by CBS TV and in the press

- ** Curriculum Coordinator/Art Director was elected to the post of Education Committee Chairperson of the National Private Pre-School Owners Association and represents ERC on the Association
- ** Materials Resource Developer was presented at Northwestern Illinois University (Uptown Center) conference on "The Problems in Education"
- ** Materials Resource Developer served as a moderator on a WFYR program addressing Senior Citizen issues
- ** Executive Director was presenter at a conference conducted by Chicago's Teacher Corps on "Resource Development."

APPENDIX D: ERC'S BOARD OF DIRECTORS, 1980

ERC was founded by a movement within the community and from the beginning has been dedicated to serving the needs of a diverse community of "those who teach." When, in 1978, the Federal Office of Education's Teachers' Centers Programs had money available for teachers' centers with few community members on their Boards, ERC refused to change its Board composition. ERC continues to be a community-based resource and idea center more than a traditional "teachers' center," and the current Board reflects this mission.

Of the 25 members of the Board in 1980, 12 (the largest single number) were representatives of the community-at-large. These 12 brought to the Board a wide range of skills and concerns. The Board treasurer, a community member who worked in the office of an Illinois State Senator, was also an attorney and financial consultant with invaluable expertise for ERC. Several community Board members were businesspeople who could offer ERC resources, networking help, and advice on running an organization. Community-based Board members' involvement outside ERC ran from grassroots political groups in the neighborhood to the Junior League, and these connections greatly increased ERC's network and visibility. The wide range of backgrounds of the community Board members also increased ERC's knowledge about (and credibility for) new funding opportunities that a traditional Board might not have had access to.

Four Board members were public school administrators, a valuable link to reaching many teachers in the public schools.

Four were teachers from outside the Chicago Public Schools, and three taught in the Chicago Public School system. The remaining two Board members represented other organizations in the community concerned with broadening the scope of teaching and learning. All Board members were chosen because of their dedication to ERC's ideals, and the Board represented a microcosm of the very community that ERC reaches.

ERC serves parents' groups, multi-ethnic community groups, block clubs, community organizations, as well as more traditional audiences such as teacher's groups and PTAs. This range of clients is represented by the range of Board members, and the Board's Community Committee is specially charged with the task of continually renewing ERC's outreach strategies and projects. Without these firm roots in the community through the Board members themselves, it is unlikely that ERC would be as effective in reaching these many possible client groups and serving their learning/teaching/growing needs.

THE SURVIVAL OF A SOCIAL MOVEMENT ORGANIZATION:
THE BROAD MISSION OF THE EDUCATION RESOURCE CENTER

by
Rebecca G. Adams
Steve Wilson

December 10, 1981

This paper presents a case study of certain aspects of a non-profit service organization, the Education Resource Center (ERC). ERC is a teachers' center which is a relatively new type of organization. A teachers' center is a place where teachers can meet to discuss professional ideas and problems, to make things to be used in the classroom, to attend workshops, and to gather ideas and materials. Most teachers' centers are run by teachers for teachers. ERC is organized according to a different model emphasizing the partnership of community members and teachers. We sought to understand the costs and benefits of this uncommon model and how specific organizational arrangements brought about these benefits and costs.

The story of ERC is a story of the struggle for survival. It has survived despite the decline of the social movement that led to its establishment, the decrease in enthusiasm among public school teachers, and an uncertain funding environment.

Some researchers have discussed the changes that come about in the goals of social movement organizations as they struggle to survive. For example, Messinger (1955) described the shift in orientation of the Townsend Movement "from the implementation of the values the organization is taken to represent [by leaders, members, and public alike], to maintaining the organizational structure as such, even at the loss of the organization's central mission." This process, through which the means of obtaining organizational goals become ends in themselves, is usually called goal displacement (Warner and Havens, 1968). Other organizations,

such as the March of Dimes, fulfilled their original organizational missions and chose new causes. This process is called goal succession (Sills, 1957). Zald and Denton (1963) have described a third process which occurred in the Young Men's Christian Association when the narrow goal of evangelism was replaced with the broader goal of character development. The diffusion of goals gave the organization more alternatives (Zald and Ash, 1966).

ERC is interesting because the major development of the organization has not taken place through goal transformation. Although the means of achieving its goal may have varied over time, the mission has remained the same: "to serve anyone who imparts knowledge to others." This paper is thus a story of how an organization has managed to adapt to changing conditions and to continue to fulfill its original mission.

Data and Methods

The organization discussed in this article was studied in many ways. This year-long study involved two professional researchers and three practitioner/researchers (people whose main social roles were the same as those of some segment of the organization's clientele). We used qualitative research methods, both as participants and as observers, to study the events and daily processes of the organization. We recorded over one hundred sets of field notes. We also studied many of the organization's documents. In addition, we conducted structured interviews of the staff and board of the Center, and informally interviewed teachers at a local school and representatives of local community organizations. Since the staff and board had helped to develop the research

proposal and to hire key personnel, we were given complete cooperation.

In this article, in addition to the qualitative data, three major sources of quantitative data are used -- information on the workshops scheduled to be conducted by the organization from its founding to the end of the study, an enumeration of people who visited the Center from January 1977 through December 1980, and a telephone survey of a sample of the people who visited the Center over a year and one half period (January 1979 through June 1980). Simple regression is used where continuous data was available and percentages are reported elsewhere.

The workshop data come close to being the complete population of workshops scheduled by the organization from January 1976, through November 1980. Sources of the data include: (1) the organization's newsletter, which has a schedule of upcoming workshops; (2) the service request forms on which are recorded the details of workshops scheduled for specific groups; (3) the sign-up sheets on which those who pre-register for open workshops are listed; (4) the sign-in sheets, on which those who actually attend the workshop sign their names; (5) the wrap-up sheets which are the workshop leader's comments on the session; and, (6) the evaluation forms on which those who attend the workshop record their comments. Some information was available on each of 675 workshops. The research team collected and recorded all available information for each workshop. What was available, however, varied according to the type of workshop, the forms in use at the time it was scheduled, and how much care was exercised in completing the documentation.

There are three sources of potential bias in the data. First,

in 1978, while the organization was undergoing a change in Executive Director, the records for February, March, and April were lost. This means that the number of workshops scheduled is underestimated for 1978. The potential error may not be as large as one would expect; since the organization was in a state of flux, it is possible very few workshops were scheduled. These months, however, have been excluded from regressions of data (month and year) by other variables. The passage of time was taken into account in computing the statistics.

Second, not all workshops are advertised in the newsletter. The newsletter was important in identifying workshops which were scheduled, but not held. The newsletters are planned several months before scheduled events are to take place. Last minute inspirations are thus not included in them. However, we do have information on most of the additional workshops, when they were actually held.

Third, for workshops held outside the Center, the documentation is less reliable. We know this from discussions at staff meetings and the lack of documentation for some outside workshops that were attended by members of the research team. Also, outside workshops are not included in the calendar in the newsletter. We have excluded outside workshops from the analysis presented. The population thus consists of those workshops scheduled to be offered at the organization site (N=562). We will comment on qualitative trends in the outside workshops later.

The organization maintains a sign-in sheet; each person who visits the Center registers as a Chicago public school teacher, another type of teacher, a parent or community member, artist or craftsperson, or a professor or student of any age. We used these sign-in sheets both as

a source of data and as a sampling framework for a telephone survey of those who visited the Center between January 1979 and June 1980.

The data we used were actually summaries of the numbers of visitors to the Center of each type compiled by the Executive Director. We have visitor statistics continuously from January 1977, through December 1980, categorized by type of visitor. Before that, only the total number of visitors was recorded. Until 1979, the Center did not keep statistics on clients served outside the Center. It still does not break the tally down according to type of client served outside the Center, so outside clients were excluded from the totals. This mission greatly underrepresents the number of people served by ERC.

We surveyed 99 people who had visited the Center over a one and one half year period. We called every fiftieth person who signed in at the Center during that time period, contacting the next person on the list if someone was unreachable. No one we contacted refused to be interviewed. The proportion of visitors of each kind in the sample thus represented their proportion of total Center visitors. Of the sample, 19 percent were Chicago public school teachers, 18 percent were parents, 11 percent were community members, 9 percent were artists, 12 percent were adult students (we excluded children), 13 percent were child care workers, five percent were private school teachers, four percent were parochial school teachers, two percent were suburban school teachers, and six percent were other school teachers.

Results

The Establishment of the Organization and its Mission

In the late 1960's and early 1970's there was a growing feeling that teachers did not have a comfortable place to pursue their professional growth. They needed a place which they could control; which spoke their language, offered them practical resources and training, and respected them as professionals, rather than "quasi-professionals" (Lortie 1978; Dreeban 1976). In response to this sentiment, a number of teachers' centers were established throughout the country. A teachers' center is:

A place in situ or in changing locations which develops programs for the training and improvement of educational personnel (inservice teachers, preservice teachers, administrators, paraprofessionals, college teachers, etc.) in which the participating personnel have an opportunity to share successes, to utilize a wide range of education resources and to receive training directly related to their more pressing teaching problems (Schneider and Yarger 1976, p. 6).

Since 1974, the Teachers' Center Exchange, which is part of the Far West Laboratory for Educational Research and Development, has acted as a broker of resources, an information clearing house, and a source of training for those involved in the network of teachers' centers.

ERC, a community-based organization located on the North Side of Chicago, is part of this network. It differs, however, from most other member organizations in critical and related ways. First, most teachers' centers have the explicit goal of serving the certified school teacher. ERC's mission is more general. As Marianne Schenker, a member and

founding president of ERC's board, has written:

The goal of the Education Resource Center is to facilitate children's learning by making the process more meaningful for those who teach as well as for those who learn. We explicitly recognize parents and other community members, alongside certified classroom teachers, as "those who teach," because we believe that learning does not happen in the classroom alone, or just between the hours of nine and three (Schenker, 1979, p. 281.)

Second, most teachers' centers are run exclusively by professional educators. ERC's policy board also represents community organizations and the community at large. Its staff includes artists, craftspeople, and people who have retired or switched from a variety of other types of jobs.

ERC was incorporated as an independent, not-for-profit organization in May 1975. As described by Schenker (1979), the decision to establish the Center was the natural culmination of several community projects in the early seventies. The primary movers behind those projects were middle-class parents interested in providing their children with a good public education in an economically and ethnically diverse community (Schenker, 1980). A group of parents at one school obtained a grant from the Ford Foundation to fund a group of advisors to work with teachers and parents to develop a process of parental involvement in the education of children. Parents and teachers began working together. Eventually they felt the need for a place that would be open after regular school hours and independent of the school budgets. A VISTA grant was obtained to work on such a project and a Director's training internship was offered by the only independent teachers' center in Chicago at that time.

ERC thus represented the institutionalization of a community-based social movement with a broader orientation than that of the national movement toward teacher professionalism. In ERC's early days, board members sometimes devoted full-time effort to the organization. The volunteer board was a working one with each member required to devote at least two hours per week to ERC. Although this requirement is still on the books, fewer and fewer board members are meeting it as board composition changes, old members grow tired, and ERC becomes more of an established organization and less of a social movement. ERC now relies less on board members and other volunteers and more on the paid staff to conduct workshops. In 1976, only 38.5 percent (N=96) of the workshops were run by the staff. By 1980, though almost twice as many workshops were offered, 82.1 percent (N=191) were led by staff members. The board still conducts benefits, helps with finances, and sets policies, but they are increasingly less involved in the Center's day-to-day activities.

Insulation From Environment Forces

Thompson (1967) has discussed the process by which an organization can reduce the power held by specific elements of its task environment over it by scattering its dependence and developing alternative sources. By task environment, we mean "those parts of the environment which are relevant or potentially relevant to goal setting and goal attainment" (Dill, 1958). Among other things, ERC's task environment includes its suppliers of funding and the clientele served.

The broad nature of ERC's mission has, in a sense, forced it to develop a variety of source of funding. The Center did not qualify for funding under the Office of Education's Teacher Centers Program because they chose to retain a different board composition and to remain independent of either the local board of education or a university sponsorship. This was a conscious decision to retain flexibility. Other centers rely heavily on this as a source of funding, but it is being assigned to the "block grants" program and will not longer be available directly from the federal government.

Over the past few years about 65 percent of ERC's incoming funds have been obtained as grants from foundations, corporations, and the federal and state governments (ERC Financial Reports, 1976, 1978, 1979). These grants are highly competitive and funding is not predictable from grant to grant. Although an increasing proportion of ERC funds are from the federal government, ERC has never received a majority of its funding from federal sources. ERC also receives donations from community sources, sells memberships, and holds benefits. Perhaps most unusual for a Center of this kind, it generates about 20 percent of its annual intake by selling

recyclable materials donated by industry and individuals, holding workshops, contracting its services to other organizations and individuals, and selling educational supplies and services to those who visit the Center.

The variety of sources of funding has helped ERC through rough times when funds from specific sources were not forthcoming. For example, ERC recently received a grant from the Illinois Department of Children & Family Services to train day care workers. Until the grant was awarded, the staff and board were very worried about ERC's financial future. The Director referred to the grant as a "messiah." After receiving the grant, ERC had time to solicit funds from its other sources, the proposals for which were due at other times of the year. Unrestricted funding, for example, from foundations, is often used to pay staff until their specific funding comes through.

Another example is that ERC was able to increase its staff by employing workers under the Comprehensive Employment Training Act. Thus they were able to add artists, community, and retired workers to their staff. This source of funding helped cushion them from the high costs of salaries and from the decline in participation of board members in the day-to-day activities of the Center.

ERC serves a wide variety of clients. Of those who visited the Center in 1980, 9.2 percent were Chicago public school teachers, 27 percent taught children in another setting (private, parochial, alternative, after school, day care), 34 percent were parents or other community members, eight

percent were artists or craftspeople, and 21.7 percent were children, college students or professors. Serving a wide variety of clients makes it possible for ERC to fulfill its mission and helps it attract funding from a variety of sources that would not fund a typical teachers' center. ERC, for example, has obtained grants to train day care workers. Most traditional teachers' centers do not think of pre-school teachers as part of their clientele. ERC also received a grant to set up a program in which senior citizens teach other senior citizens. Traditional centers would be unlikely to concern themselves with the quality of education among senior citizens.

To acquire funding from a wide variety of sources, ERC must present many faces. This requires organizational flexibility and the commitment of the staff. The organization has to be structured flexibly to accommodate the addition and deletion of positions and the movement of staff members in and out of them. The staff members, in turn have to be prepared to fulfill a variety of functions.

For example, the woman whose primary responsibility was for the library became responsible for organizing the senior-to-senior program. Another staff member added the task of working with parent groups to her job of managing the sale of recycled goods to clients.

When a new source of funding is obtained, positions and people are juggled, sometimes new people are hired. When a grant or contract expires, the Director attempts to find new sources of funding for the people on the staff who are affected. Sometimes people are paid out of

the operating budget or laid off. It takes staff members with a special kind of commitment to the organization to survive these stressful periods.

The Decline in Participation among Public School Teachers

In order to fulfill its mission, ERC must serve Chicago public school teachers. The founders of ERC expected the largest proportion of clientele to be public school teachers. As Schenker has stated, "This is how it should be, for they do have the greatest responsibility for what happens in the schools and they do have the greatest impact on the largest number of children." (Schenker, 1979, p.284.) The earliest visitors statistics show that 45 percent of those who used the Center in July and August of 1976 were public school teachers.

One of the issues we considered in this research was whether the broad orientation of this organization might have decreased its ability to serve public school teachers. It is obvious the ideal of public school teachers being the largest segment of clientele was not being met during the period of our study. Between January 1977 and December 1980, there were significant linear declines in both the proportion of all visitors who were public school teachers and in the absolute number (See Graphs 1 and 2). As mentioned earlier only 8.9 percent of those who visited the center in 1980 were public school teachers.

There was also a significant linear decrease in the percentage of workshops held at the Center with public school teachers attending

between January 1976, and November 1980 (See Graph 3). In 1976, 76 percent of all workshops were attended by at least one teacher. By 1980, this figure had fallen to 3.5 percent. The staff and director of the Center reported that more workshops designed for teachers were cancelled due to lack of interest than those designed for others.

The participation of public school teachers as workshop leaders also declined. Of those workshops scheduled to be led by someone other than ERC board or staff members, 43.9 percent were scheduled to be led by a public school teacher in 1976 (N=41), 33.3 percent in 1977 (N=27), 15.8 percent in 1978 (N=19), 7.4 percent in 1979 (N=27), and 5.4 percent in 1980 (N=37). The cancellation rate of workshops scheduled to be led by public school teachers also went up during this time. Of those workshops scheduled to be led by public school teachers, 11.1 percent were cancelled in 1976, 33.3 percent in 1977 and 1978, 50 percent in 1979, and 100 percent in 1980. These cancellations were usually due to a lack of interest among ERC's clients.

Much of the decline in public school teacher participation can be attributed to a change in the environment rather than to a change in ERC. Dissatisfaction among Chicago public school teachers led to a strike in 1979. Teacher paychecks were delayed. Budget cuts have reduced the number of public school staff members, especially in the arts. Redistricting has caused many teachers to travel out of their neighborhood to work. Many teachers who lived near ERC complained they were too tired to visit it when they finally got home. Others, who taught near ERC but lived

somewhere else, said after school they thought only of getting home before rush hour. "Burnout" was an expression frequently used by school teachers who felt they were overworked.

The topic most frequently suggested for workshops by the public school teachers surveyed was how to cope with stress. Teachers also mentioned that participation at ERC did not help their career. With the current crisis in the schools and emphasis on basic skills, the training offered by ERC was not as appreciated as it had been previously. They did not get board credit for it. Although on occasions some universities have given credit for ERC workshops they usually do not. Credit was a more salient issue among teachers later in ERC's history than in its early days.

There is some suggestion that the decline of public school teacher participation in ERC may be the result of a failure to recruit new clients from that sector, rather than a failure to satisfy old ones. Over seventy percent (73.7 percent) of the public school teachers surveyed who had visited the Center between January 1979 and June 1980 (N=19) said they started using ERC in 1976 or before. Only about twenty percent (22.7 percent) of ERC's other clients (N=75) surveyed had used the Center for that length of time. All of the public school teachers surveyed in the telephone interviews said they found the staff helpful and were able to accomplish what they wanted to get done. About nine-tenths of them (90.9 percent) felt ERC had kept up with the changes in the school system and the community while the rest felt they had kept up in part. About fifty percent (46.7 percent) of the public school teachers surveyed (N=15) said ERC had a good or very good reputation among their colleagues,

but another forty percent said that their colleagues didn't know about ERC. About ten percent (13.3 percent) said their colleagues knew about it, but didn't use it.

Although enthusiasm has waned among a large proportion of public school teachers, those who visit ERC are enthusiastic. Many of these teachers stress the importance of ERC's community base for bringing new ideas to their attention. Many of them refer the parents of their students to ERC. They describe ERC as a "haven" for dedicated teachers suffering from budget cuts and depressed by the lack of enthusiasm among their colleagues.

ERC's staff and board are aware of the decline in enthusiasm among public school teachers and have taken steps to reach more of them. The staff has increased the number of in-services it does in public schools. In-services are held during periods of time set aside by the Board of Education for Continuing Teacher Training. Teachers are paid for the time they participate and are excused from classroom duties. The records on the people served outside the Center are not broken down by social role, so we cannot quantitatively support the Director's claim that as many teachers are being served now as in the past. Thirty-one percent of the workshops held between April and December of 1979 were held outside the Center. About sixty-five percent of the workshops in 1980 were. If these workshops included substantial numbers of in-services, it is possible that teacher participation has not declined markedly. It has, however, at least changed to a less voluntary type of participation.

On the suggestion of its Educational Advisory Committee, ERC has

concentrated its efforts on one "pilot school", at a time, in hopes that news of its work there will attract teachers from other schools to the Center. A grant was recently obtained to fund this effort. ERC has chosen two pilot schools and will enter them in successive years. In the third year of the grant they will bring the teachers from both schools, one traditional and one not, together to share their experiences.

Both of these tactics, increasing in-services and concentrating on pilot schools, seem promising. Over half (52.6 percent) the Chicago public school teachers who used the Center had heard about it from another teacher, at school, or during an in-service. These tactics make it more likely that teachers will hear about ERC and be recruited to the ranks of its clientele.

The Community and Teacher Partnership

The question that remains is: other than survival and funding, what is the point of ERC's broad client base? In other words, how do public school teachers benefit from the community's involvement in ERC?

First, there are the community members who are involved in ERC themselves. This includes staff members, board members, volunteers, and clients. These people come to ERC, from a wide variety of backgrounds and have a variety of skills and ideas. For example, ERC's community members include artists, political activists and politicians, retired workers, business people, actors, musicians, crafts people, store owners, university professors, day care workers, mental health workers, parents, police officers, manufacturers, dancers, representatives of other community organizations, and non-public school teachers.

Second, there are the members of the networks to which these

community members belong. A now well established sociological finding is that radial networks provide more access to a variety of information and resources than interlocking ones. People are more likely to know others in social positions similar to their own than in ones that are dissimilar to their own. Public school teachers are more likely to know other teachers than, for example, police officers. This means that the wide variety of people involved in ERC vastly increases the pool of information, the material resources, and the human resources available for it. These resources, in turn, are made available to public school teachers, either directly or indirectly through staff development.

These "community resources" are made directly available to public school teachers in several forms, including workshops, and recycled goods on sale for use in the classroom. In some cases public school teachers and others come into contact with one another during scheduled events or drop-in hours and share ideas directly.

Of the public school teachers surveyed, 36.8 percent had attended workshops in 1979 and 31.6 percent had attended workshops in 1980. Hardly any of these workshops were led by public school teachers. One example of such a workshop was titled "Turkey Art" and was led by a local artist. There were sixteen children and ten adults present at the workshop. Two of the adults were Chicago public school teachers who brought their children. Both of the teachers planned on using the ideas they learned in their classrooms.

Recycled goods are collected by ERC from industry and others with "usable garbage." For example, they sell carpet samples, bent wooden

dowels, used office supplies (notebooks, file folders, etc.), and empty film cases. Of the public school teachers surveyed, 57.9 percent purchased recycled good in 1979 and 68.4 percent purchased some in 1980. Many teachers stressed the importance of having a place to obtain inexpensive materials for class use. As one teacher said, "In the face of budget cuts, I don't know what I would use in the classroom without recycle from ERC." Another teacher said, "I like to have materials and ideas so kids can be creative. I don't have much money to spend myself and its risky depending on the children to bring in stuff."

The staff is given an opportunity to participate in a wide range of activities as a result of the community ties ERC has. They, in turn, share these experiences with those who use the Center. For example, the Community Activities Developer spent two days at an Ethnic Conference at a local college. The Curriculum Coordinator participated in a two week course at the Museum of Science and Industry called "Inquiry Science and Informal Resources--An Approach to Elementary Science Teaching." The Materials Resource Developer completed a workshop conducted by the Retired Seniors Volunteer Program for supervisors of senior citizen programs. In addition, each time a workshop is given to a new group of people, different feedback is obtained which can be used to improve future workshops. Several staff members commented that they learned a lot from working with a variety of clients that they would not learn if they worked only with public school teachers.

Conclusions and Discussion

Levitt (1964) discussed the importance of a broad purpose for the survival and growth of an organization in a changing environment. If ERC had limited its clientele to public school teachers it would have had more trouble surviving. Not only would the visitor statistics have been insufficient during this period of low morale among public school teachers, it would have been disqualified from competition for many of the funds it has received. Another independent teacher's center in Chicago, where ERC's first director was trained, closed and then reopened with a limited budget. Although centers directed exclusively at teachers are still surviving, they fear demise in the face of federal budget cuts. One such center suggested possibility of working on joint projects with ERC if such an event occurs. A conference was recently held to discuss the future of teachers' centers. ERC's Director refused to pay the registration fee, because, to her, the future meant funding. She said, "ERC is already good at that. I won't pay to have them pick my brains." ERC's broad base gives it relative independence from specific elements of its task environment. It will probably be serving public school teachers and other members of its community even if other centers with more narrowly defined goals fail.

One must keep in mind that ERC's choice of a broad mission was not consciously a clever marketing decision, but the result of commitment to a philosophy about learning. A key aspect of this philosophy is the importance of a partnership between the community and its teachers.

This means that ERC must cultivate a variety of sources of funding and types of clients to continue to fulfill their broad mission, not just to survive. If public school teachers were not key to ERC's mission, the staff would not be consciously trying to recruit new clients among them. The staff would not be "going to the clients," but waiting for them to come to the Center. Holding workshops outside ERC requires more preparation and more staff hours than does holding them at the Center. The low morale among public school teachers makes ERC's efforts at cultivating them as clients uneconomical, at least in the short run. The organization could survive without public school teachers, but it would fall short of fulfilling its mission.

As mentioned in the introduction, ERC's goal has not been transformed in any of the familiar ways. Goal displacement cannot occur when the means for survival coincide with the organization's mission. Cultivating new clients and funding is essential to ERC's goal and survival. Goal succession would not occur when the organizational goal cannot be completely fulfilled. People will always have a capacity to learn. ERC's goal was diffuse from its' conception. It would be hard to imagine an organization with more alternatives.

It is possible that a superficial observer of ERC would say its goals had changed. For example, senior citizens and day care workers were not among its original client groups. However, looking at this change from the inside out, suggests something different. Now that ERC is an established service organization with a wide variety of track records,

it is able to attract an even wider variety of clients and funding. ERC is currently working with the Junior League Jaycees to establish a participatory museum in Chicago. ERC would be affiliated with the museum and while retaining flexibility and would be given a new sense of security. ERC is now able to serve a wider variety of clients and thus fulfill its mission better. Affiliation with the museum would ease the burden of finding funding and give ERC staff more time to work with clients.

In summary, ERC's broad mission has enabled it to survive in a changing and uncertain environment. Organizational flexibility and staff commitment have facilitated its adaptation, growth, and continuing fulfillment of its mission "to serve anyone who imparts knowledge to others" through a partnership of the community and its teachers.

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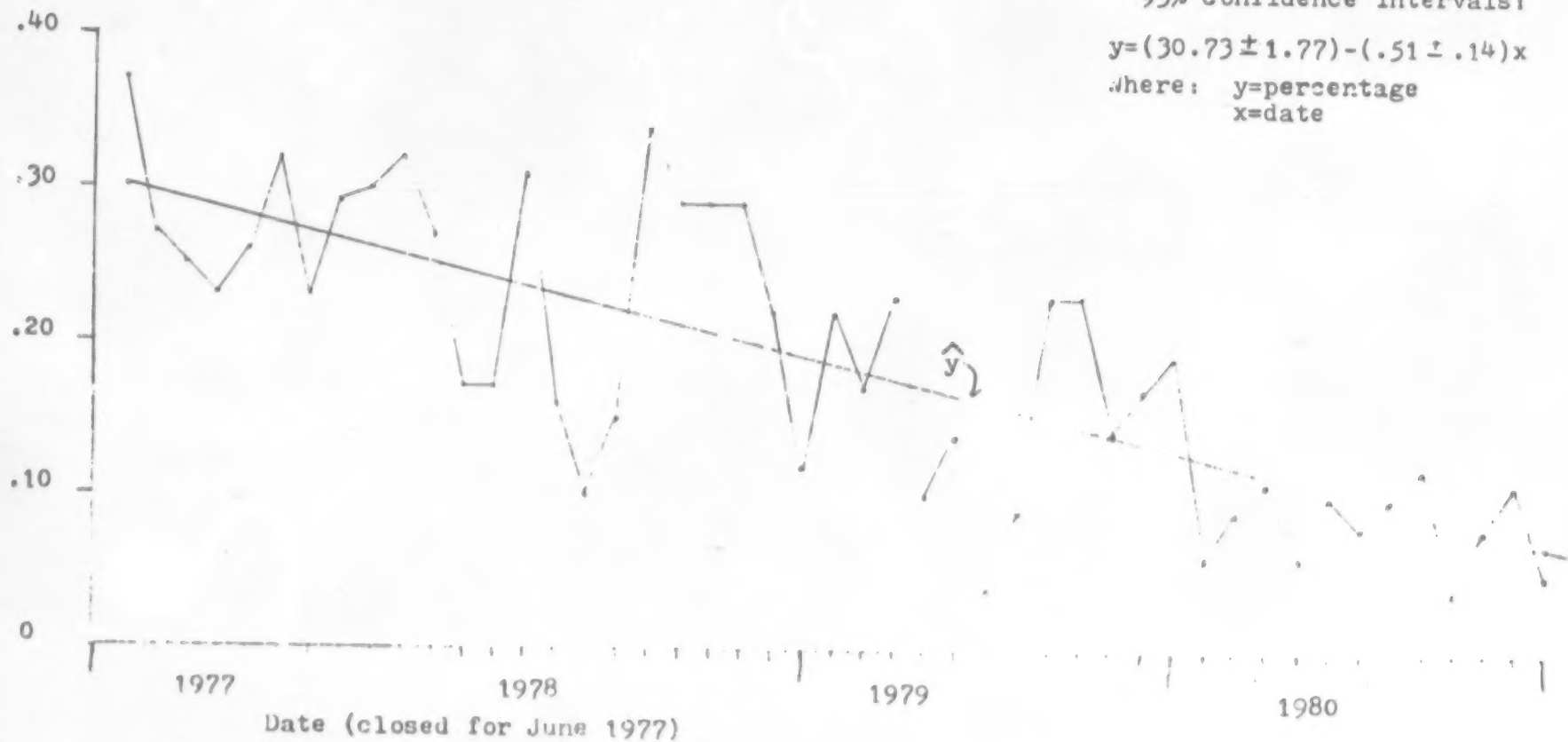
Graph 1: Date (Month and Year) by Proportion of all Visitors
Who were Chicago Public School Teachers

N=47
Intercept=30.73
Slope = -.51
r=.76

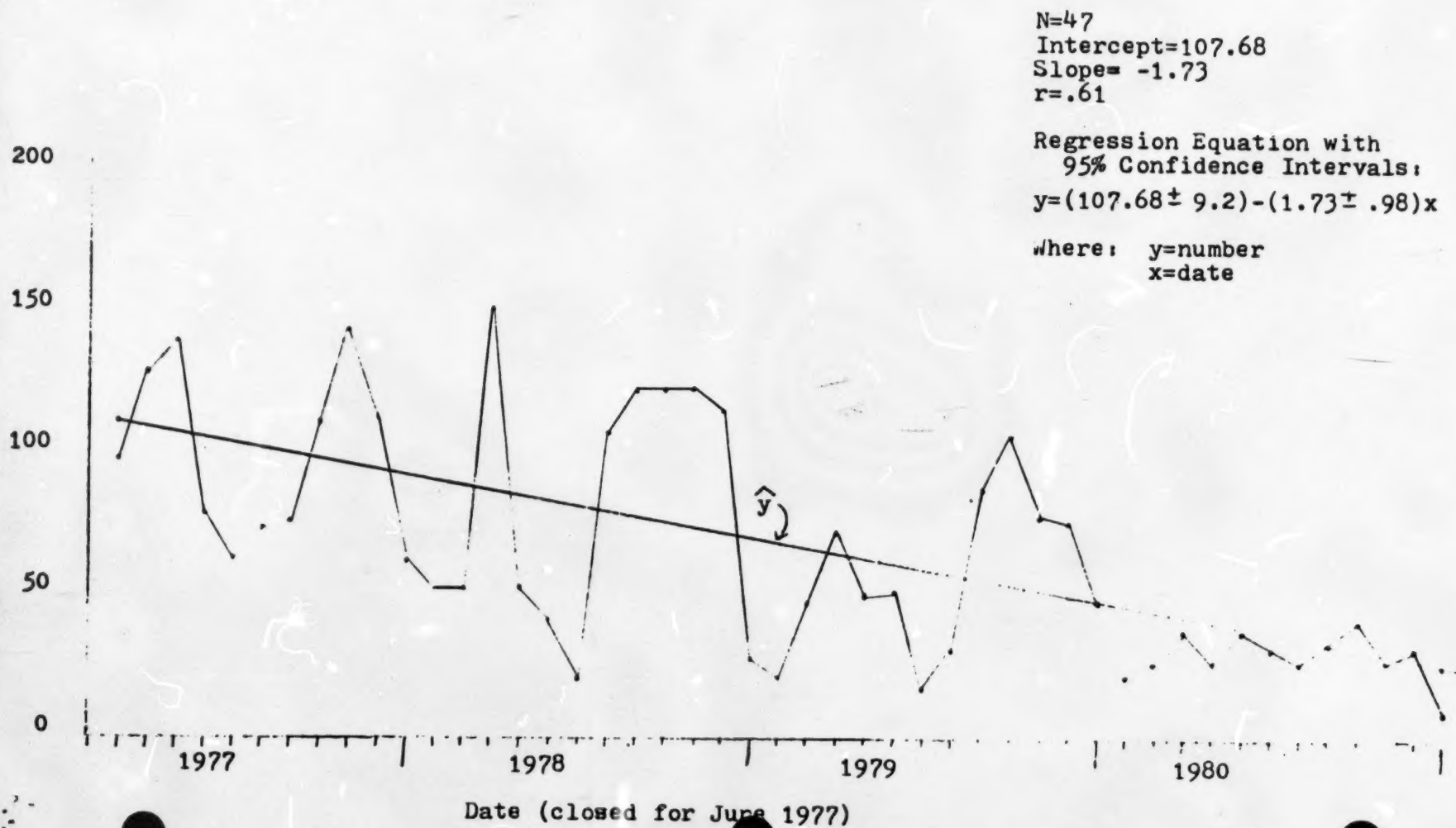
Regression Equation with
95% Confidence Intervals:

$$y = (30.73 \pm 1.77) - (.51 \pm .14)x$$

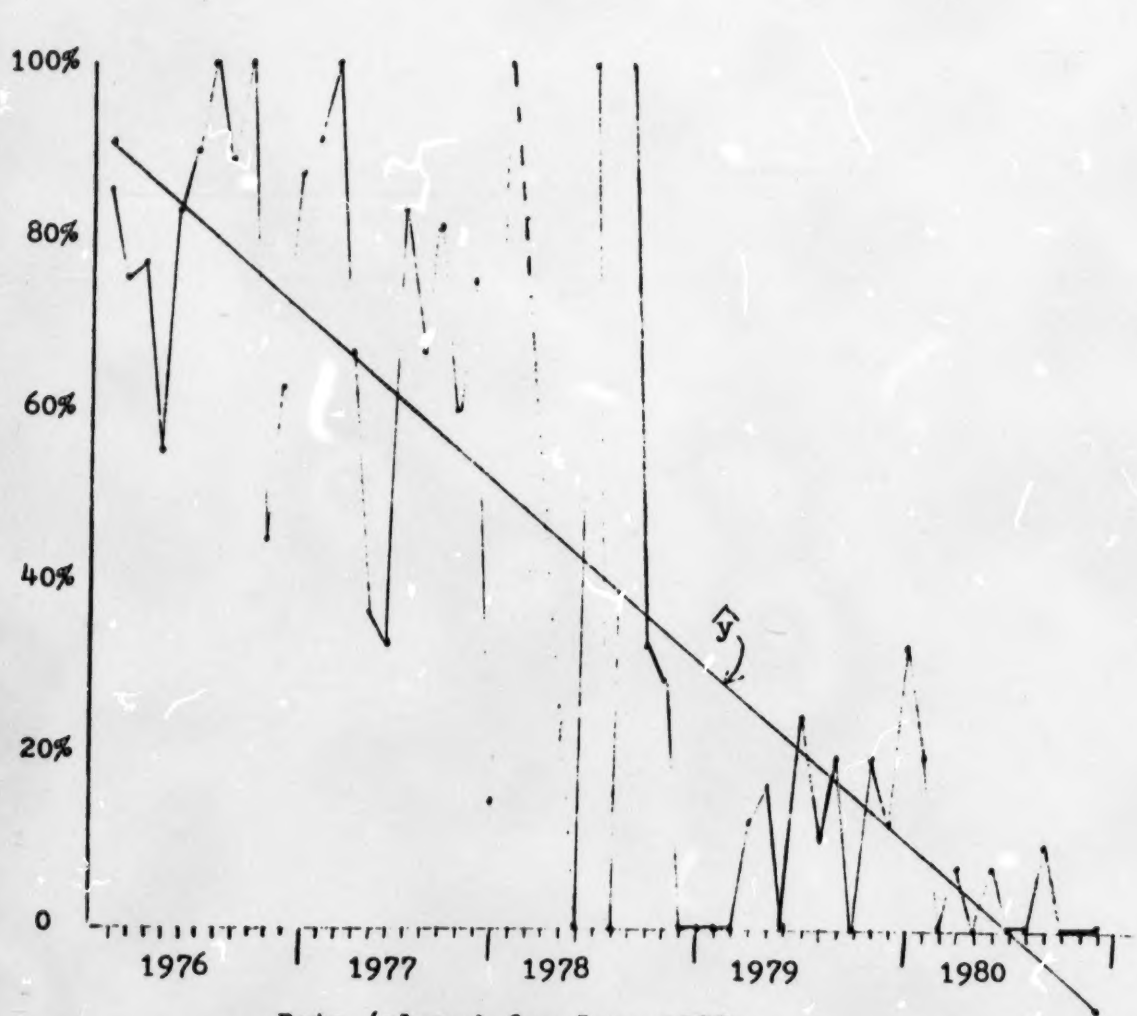
where: y=percentage
x=date



Graph 2: Date (Month and Year) by Number of Public School Teachers
Visiting ERC



Graph 3: Percentage of Workshops with Chicago Public School Teachers Present for Workshops Held at the Center



n=58
 Intercept=91.9
 Slope= -1.74
 r=.80

Regression Equation with
 95% Confidence Intervals:
 $y = (91.95 \pm 6.31) - (1.74 \pm .37)x$
 where: y=percentage
 x=date

Date (closed for June 1977;
 missing data for February,
 March and April 1980)